

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701



GENERATION²⁶

OPEN-ENROLLMENT CHARTER APPLICATION

NEW OPERATOR APPLICATION

RESPONSES & ATTACHMENTS

RFA: 701-21-104

SAS: 568-21

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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	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"> Geographic Boundaries Enrollment Projections Demographic Projections 	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	Yes

Sections	Required Elements	Yes/ No
Talent Management and Development	Professional Development and Evaluation	Yes
Operational and Financial Plans	School Calendar and Schedule	Yes
	Student Recruitment and Enrollment	Yes
	Facility Acquisition <ul style="list-style-type: none"> Facility Identified Facility Not Identified 	Yes
	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

Sections	Required Elements	Yes/ No
Attachments	Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity	Yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	N/A
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	Yes
	Attachment 16: Job Description or Qualifications for Superintendent	N/A
	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
	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	N/A

Sections	Required Elements	Yes/ No
	Attachment 29: Evidence that Facility Has Been Secured	N/A
	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	N/A
	Attachment 35: Credit Report	N/A
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	N/A
Special Assurances	Special Assurances	Yes
CSP Addendum	CSP Addendum	Yes
CMO Addendum	CMO Addendum (if applicable)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
S.H. James Preparatory Academy	
NAME OF SPONSORING ENTITY	
Revolution Public Schools	
The sponsoring entity is a:	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

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	Anthony Gordon	Anthony Gordon	Dr. Milton Harris
Mailing address	6535 Port Elizabeth Converse, TX 78109	6535 Port Elizabeth Converse, TX 78109	3306 Coryell Cove San Antonio, TX 78253
Email address	agordon@shjames prep.org	agordon@shjamesp rep.org	miltonharris.mhn@gmai l.com
Phone number	682 597-2014	682 597-2014	210 473-1507

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	5-7
Number of students served in Year 1	225

Grade levels served at capacity	5-12
Number of students served at capacity	800
Student teacher ratio	25:2
Number of campuses requested	1
Number of districts within geographic boundary	13

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

Address of Proposed Administrative Offices (if different from above):
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:
Bexar County 78210 + 10-mile radius

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Dr. Milton Harris
Chief Executive Officer of the Sponsoring Entity	Anthony Gordon
Superintendent of Proposed Charter School	Anthony Gordon
Board Member Who Attended Applicant Conference	Dr. Milton Harris

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

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

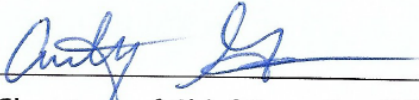
Full Name	Position or Role with Proposed Charter School
Anthony Gordon	Executive Director

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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?	
City Education Partners	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Good Reason Houston	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
George W. Brackenridge Foundation	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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-Six Open-Enrollment Charter Application Instructions document.

 Signature of Chief Executive Officer of Sponsoring Entity (Blue Ink)	1/20/21 Date	ANTHONY GORDON Printed Name
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School Overview

Executive Summary

In 1959, Angela James was part of a group bussed from the Eastside of San Antonio to integrate San Antonio Independent School District (SAISD) at Jefferson High School. She was told she could not compete with white students, but she went on to graduate at 16. Her father, The Rev. Dr. S.H. James, was a pastor, a civil rights leader, and the first Black City Councilman for San Antonio in 1965. He was the force behind desegregating the city, and once said, "The ultimate goal is the day when every little boy and every little girl can feel, as I deserve so shall it be, as I merit it, the door is open. Just by accident of birth, I'm not hindered or barred."¹

This passion for equity and desire to conquer the "impossible" has inspired Revolution Public Schools (RPS) and their first campus, S.H. James Preparatory Academy (JPA), which proposes to launch within a 10-mile radius of the 78210-zip code. RPS believes (1) All students are inherently brilliant, creative and able to achieve without limits, (2) An educational revolution is needed to change the reality for our most at-risk students, (3) Recognizing students' history, culture, identity, interests, social and emotional needs are also essential to their academic success, (4) Our students deserve to live out their dreams, not see them deferred, (5) Equity is not an option.

Our mission is to mobilize 5th-12th grade students using a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future.² Our vision is to be a community school that creates equity through culturally and historically responsive approaches to academic excellence, which will provide accessible pathways to long term success for our students, their families and communities.³ Our campus will focus on three pillars (1) Social and Emotional Health and Wellness, (2) Culturally and Historically Responsive Literacy, and (3) Community Based Entrepreneurism.

JPA will create an environment where students feel safe, have agency, push their thinking, explore the unlimited cosmos of knowledge, develop self-awareness, build strong relationships and learn to be global innovators. Our innovative design features the following components: (1) Our campus starts with 5th grade. This reflects the reality that our students may enter multiple years below grade level. Starting our services and support in fifth grade will change our students' trajectory leading up to high school, which gives them a clearer pathway to success. (2) Our SEL Team will focus on developing emotionally intelligent students through learning, enrichment, behavioral management, community outreach and service. We will create community and network partnerships to extend resources to families that remove obstacles to success. (3) Our Culturally and Historically

¹ San Antonio Express News 12/5/65

² <https://www.shjamesprep.org/>

³ <https://www.shjamesprep.org/>

Responsive approach will allow students to see themselves in our curriculum, literature, images, events, and experiences. Our staff will embrace the history and culture of our community to build relationships that celebrate our students daily. (4) Our entrepreneurship focus will introduce students to curricula, in field opportunities, mentors and workshops that are practical, lead to long term goals and extend beyond the classroom. This will be bolstered by our Flex Friday schedule which provides 90 minutes weekly for design thinking workshops and our Small Business Incubator Pathway to high school graduation.

This history, community and mission is personal for our Executive Director, Anthony Gordon. Angela James was his mother. Though born in Detroit, Michigan, he has been an educator throughout Texas for 13 years. In 2014, he became a teacher on the Eastside. His 6th grade class averaged 2nd grade levels in reading and math. His success with these students drove him to become an educational leader. He has worked as a teacher and leader in the community that we are proposing to locate our school in, as well as comparable communities, throughout his career. RPS's board is also connected to the community and has the skills to oversee the organization. Board Chair, Dr. Milton Harris, has played a huge role in the launch of RPS. He was an initial thought partner working with Gordon in the planning process. His nonprofit work along with experience as Board Secretary for Gen 24 approved applicant SA Prep ensure that his leadership will further develop our board members.

San Antonio is currently the most economically segregated major city in the country. Our community has poverty rates twice the state average. To change this, we must change the ways we educate our students, especially students of color who often sit in classrooms that do not speak to them, their identity or needs. Revolution has discussed education both past and present with community members. They have stated their desire for education that explores and develops interests, exposes students to knowledge that is practical and prepares them for adulthood, and a culture that celebrates their identity, voice, viewpoints and passions.

This is the "ultimate goal" that James was referring to: to guarantee that students are given equitable opportunities regardless of any defining characteristics. This is why Angela James got on that bus in 1959. So that one day "just by the accident of birth" we would all have the ability to be great and live out our dreams. At RPS and JPA, this is our mission-- to make equity a reality and to build a school that is of, for and by the students, their families and the community of the Eastside of San Antonio.

Targeted Community and Anticipated Student Population

<p>Optional Priority Point. 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>By checking yes, applicant must cite clear and specific evidence to support this claim.</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>
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Proposed Campuses and Rationale- S.H. James Preparatory Academy (JPA) will be the initial campus for Revolution Public Schools (RPS). Our mission is to ensure that our campus is effective in meeting its goals, creating a community network and implementing our program with fidelity and will hence not chose to grow until these outcomes have been reached. In a report released August 15, 2019 by the TEA, there were 30 middle school campuses listed with a F accountability rating for at least one year within the proposed geographic boundaries of our campus.⁴ This does not account for schools who have received D or Improvement Needed ratings. It is essential to our mission to provide quality educational opportunities for students and families that reflect their needs both academically, socially and emotionally, and culturally. By ensuring that our model meets the needs of the community, we can create a quality school option for Bexar County.

Geographic Location Rationale- JPA's proposed location is the Eastside of San Antonio within a 10-mile radius of the 78210-zip code. We will serve students who reside within that radius. According to the 2018 ACS 5YR Estimates Data Profile for San Antonio residents 25 years and over: 8.5% of residents have less than a 9th grade education; 9.5% have a 9th to 12th grade; 26% are high school graduates; 22.5% have some college education but no college degree; and only 16.6% have a bachelor's degree. According to this report, one in four San Antonio residents 25 years old or over have a high school diploma.⁵ According to the Texas Education Agency's Texas Academic Performance Report for San Antonio Independent School District, four-year graduation rates for years 2017 and 2018 were 81.3% and 82.1% respectively, and the dropout rates for 2017 and 2018 were 18.7% and 17.9% respectively. Over the past decade dropout rates have decreased in SAISD, however, this data represents a trend where dropout rates exceeded 500 students annually within SAISD in the past decade. There are four elementary schools in our proposed zip code. Three of the four campuses are performing below standard. Herff Academy received a F rating for 2019. Green Academy and Stewart Elementary both received D ratings. There is one SAISD middle school campus that falls within 78210 zip code, Poe Middle School, which received an accountability rating of a D (65) for the 2018-

⁴ https://tea.texas.gov/sites/default/files/2019%20Camp_Dist_Multi_Yr_IR_Aug.pdf

⁵ <https://censusreporter.org/profiles/16000US4865000-san-antonio-tx/>

19 school year, including an F for student achievement and a D for school progress. The campus only received 1 of 7 possible distinctions from the state and an Improvement Required (F) rating for the 2017-18 school year. Our campus design is a result of this data and consultations with the community in response to this gap in diverse and innovative academic opportunities. In creating an innovative model not only can we provide a solution to the need for high quality academic institutions, but we can also give our community choice in the type of education that they desire for their students. In the coming sections we will outline why this model is designed with this as though in mind with our focus on community, agency, emotional intelligence and entrepreneurship.

Anticipated Student Population- Based on research of SAISD and neighboring districts that fall within our proposed Boundaries we anticipate a student population that reflects: 7% African American, 86.6% Latinx, 4.8% White and 1% two or more races. Additionally, we anticipate 88.3% Economically Disadvantaged, 15.6% English Language Learners, 71.4% At Risk, 7.1% Gifted and Talented, 11% Special Education Students. We expect that we will have students who are significantly below grade level in reading and math. Additionally, we anticipate gaps in foundational skills such as writing, spelling, elementary, math skills, decoding, fluency, computation, mental math, etc. Along with these gaps we anticipate students with some form of need as it relates to social and emotional, nutritional and physical health.

Geographic Boundaries	
Attendance Boundary	Primary Attendance Boundary
Alamo Heights ISD	78210
East Central ISD	78203
Edgewood ISD	78204
Ft. Sam Houston ISD	78205
Harlandale ISD	78214
Judson ISD	78220
Lackland ISD	78223
North East ISD	
Northside ISD	
San Antonio ISD	
South San Antonio ISD	

Southside ISD

Southwest ISD

Number of charter school campuses currently operating within the occupied district:	21
Number of traditional school campuses currently operating within the occupied district:	49
Number of traditional school districts within ten miles of the proposed location:	13

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 checked="" type="checkbox"/> No <input type="checkbox"/>
School Name(s):	Herff Elementary School Edgar Allen Poe Middle School

Enrollment Projections

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

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	75	75	75	75	100	100
6	75	75	75	75	100	100
7	75	75	75	75	100	100
8	X	75	75	75	100	100
9	x	X	100	100	100	100
10	X	x	x	100	100	100
11	x	x	x	X	100	100
12	x	x	x	x	x	100
Total enrollment	225	300	400	500	700	800
For the projections below, specify by campus						
Students per classroom	25	25	25	25	25	25
Number of classrooms	12	16	20	24	28	32

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.

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
Name	S.H James Prep	SAISD	South San ISD	Judson ISD
African- American	7%	6.3%	1.2%	21.4%
Hispanic	86.6%	90.3%	97.0%	57.5%
White	4.8%	2.4%	1.4%	14.8%
American Indian	0.5%	.1%	0.1%	.3%
Asian	0%	.4%	.1%	2.0%
Pacific Islander	.1%	0%	0%	.3%
Two or More Races	1.0%	.6%	.2%	3.7%

Economically Disadvantaged	88.3%	90.4%	90.9%	67.5%
English Learners	15.6%	19.6%	17.5%	9.8%
At-Risk	71.4%	73.3%	69.9%	71.0%
Gifted/Talented	7.1%	6.8%	1%	6.8%
Special Education	11%	11.0%	10.4%	11.6%

Community Engagement

Community Outreach Overview: In beginning the process of proposing RPS in spring 2020, our Executive Director Anthony Gordon and Founding Board Member Dr. Milton Harris were introduced and found that they had similar beliefs regarding education and equity for students of color in San Antonio. Shortly thereafter they were both accepted to be a part of the City Education Partners (CEP) – an education nonprofit in San Antonio - EdVent Fellowship. This fellowship activated the process of designing a prototype school for launch. During this time, Gordon and Dr. Harris discussed the foundations of the school guided by local and national school launch experts. This time was valuable given Dr. Harris’s experience as a college professor, an Executive Director of a highly influential nonprofit organization (100 Black Men of San Antonio) and as a board member of San Antonio Preparatory, approved in Generation 24 (SA Prep). An inherent part of this process was the need to connect with the community and hear their voice in the planning and building of the school. As a result, Harris and Gordon conducted empathy interviews with students and families on the Eastside of San Antonio and surrounding areas within our proposed zip code. These interviews were conducted with those currently living on the Eastside and who had recently moved from the Eastside. This approach was taken to gauge the differences in opportunities and resources based on zip code, district vs. charter vs. private, etc. They also conducted interviews with students who had dropped out of high school working to earn their GED. In processing this information there were several themes in the data. (1) There is a lack of diversity in student opportunities. Parents spoke of a focus on the students in the middle. Parents desired opportunities that were more personalized and considered their students’ unique abilities. For example, an engineering elective or robotics club for students interested in a future in this field to either extend their learning or a fun practical approach to internalizing skills; (2) Classes that reflect real life skills for students. Courses such as financial literacy, law, business, and cultural studies were mentioned by both parent and students; (3) Campus culture that embraces and celebrates student's culture and community. 75% of those interviewed stated that their campuses had one or fewer cultural events that represented the culture of the community population; (4) Student stress was also consistently mentioned. Parents addressed a lack of consideration for situations outside of school. The “No Excuses” approach was mentioned frequently as a negative which hurt student motivation; (5) The final factor was exposure to soft skills for long term success. Most parents mentioned they wished for

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their students to be happy, enjoying their life and career as adults. These responses were used to build JPA's foundational principles of Social Emotional Health and Wellness, Culturally and Historically Responsive Literacy, and Community Based Entrepreneurism.

Community Co-Design- After completing the EdVent Fellowship, Gordon was accepted to be a part of the CEP's EdLaunch Fellowship. Gordon continued community outreach to strengthen the plan for both RPS and JPA. During the fellowship he built two teams composed of community stakeholders to support the school design. The first group was the Community Design Team (CDT). This team consists of 13 San Antonio residents. 11 of the 13 team members currently work or reside on the Eastside or have within the last 5 years. The primary skill sets for the group collectively are as follows: Community Service and Engagement, Business, Non-Profit, Student Culture, Enrichment, Curriculum, School Leadership, Academics, Health and Human Services, Culture, Identity, Diversity, Equity and Inclusion. Seven of the 13 are parents of school age children who could potentially be impacted by a program such as JPA at some point in their academic career or can provide perspective on what is missing in the grades that we will be serving. To date, the CDT has conducted 4 meetings to discuss specific design elements and provide input, perspective and assistance in refining structures at our campus. For example, the CDT was able to provide detailed input directly to our Executive Director on specific items such as campus Design Principles, Core Values, Graduate Aims, Discipline and Behavior Management supports, systems and procedures and they provided input in our organization naming processes. This initial team of leaders also includes two individuals who have since become board members (Stephanie Mendeloff and Racquel Gilford) based on their work in providing input into the campus vision. With this, 3 of our 4 original founding board members had a significant impact on our model and community outreach initiatives.

The second team was the Project Team. This team ensures that we have consistent touch points with the community using specific design elements to introduce the community to the mission and vision of the organization. (See Attachment 4, pp 126-167) The Project Team created a calendar of events for community interactions from August-December 2020. This timeline was built to consider our current reality and the potential for a second wave of the COVID 19 Pandemic. With this we wanted to ensure the ability to have quality interactions that were virtual as much as possible. We also considered the diverse needs of our audiences.

The first event was an expert panel titled Navigating Distance Learning for Families. This event was held live on the JPA Facebook page on September 17, 2020. The panel consisted of experts from local school districts, homeschool, mental health and student art and enrichment to discuss the realities of going back to school during a pandemic. The experts offered advice, tangible tools and resources for parents as students prepared to return to campus. The video had 1,000 views in the first week. The second was September 26, 2020. The student pilot event, Ed Talks, was a virtual career fair for grades 5-8. This event incorporated design principles related to the student experience at JPA, including student agency, enrichment and mentoring. Students were given a pre-survey

to determine interests and future career aspirations. This data was then used by selected local professionals to conduct interactive sessions with students. The data showed students wanted to interact with a Social Media Influencer, a Chef, a Performance Artist and an individual in the Medical Field. We worked with local organizations including the Impact Guild to recruit local professionals who could create a personalized and interactive session for students. We hosted the sessions via Zoom. Students and adults were given post session surveys to provide feedback. 100% of adults stated that they would partner with us in the future. 90% of students stated they would attend another event and that they would recommend us to a friend. (See Attachment 4, pp 126-167)

In October, we worked with Move Texas on three events. Our first collaboration provided resources to high schools to inform and register first-time voters. This set of resources was developed by Move Texas and distributed as a resource through the JPA Facebook page, e-mail and direct connection to HS personnel. The second collaboration with Move Texas was a voter registration drive at IKEA in San Antonio, which JPA staff volunteered for. This event was on October 3rd, two days before the voter registration deadline. The final October collaboration was Teach the Vote 101. This event was a Professional Development session that provided resources for educators to discuss the 2020 election in a manner that allowed middle and high school students to gain knowledge about election basics such as the electoral college, election history, voter suppression, etc. The event was attended by several educators for homeschool, traditional and charter networks. These events were rooted in our mission to provide information to the community using innovative methods. (See Attachment 4, pp 126-167)

The final piece, and potentially most important component, of this process has been continuing to meet 1 on 1 with community members. The leadership team has conducted hundreds of interviews that have impacted the crafting of our school's design. An example of this impact includes incorporating feedback related to graduate aims and school design principles into the development of our campus core values, which are outlined in the School Culture and Safety section of this application. In addition, we used parent input as a framework for our behavior management approach, which takes proactive measures to behavior management in order to prevent student suspension. (See Attachment 8, pp 196-213) We spoke with parents regarding behaviors that they perceived would warrant some type of punitive action and any preventative measures that could potentially prevent the behaviors on the front end. From here we crafted our student discipline policies. This is also further outlined in the School Culture and Safety section of the application. Coretta Scott King once said, "The greatness of a community is most accurately measured by the compassionate actions of its members."⁶ This philosophy reflects our beliefs at RPS. We understand that the community must have a seat at the table for our students and families to have ultimate success.

⁶ <https://www.latimes.com/archives/la-xpm-2000-jan-17-mn-54832-story.html#:~:text=%E2%80%9CThe%20greatness%20of%20a%20community,a%20soul%20generated%20by%20love.%E2%80%9D>

For promotion we created email campaigns using Mail Chimp and initiated an aggressive social media campaign on Facebook, where we currently have 535 likes and 564 followers. We also launched our monthly newsletter and website in December. (See Attachment 4, pp 126-167) A barrier to community outreach has been navigating the pandemic. The largest fall back relates to those who may have issues with access to technology. For this concern we have recorded any relevant events, so that they can be sent via email or accessed via social media. Additionally, any created resources are still available via email or social media.

Revolution Partners- In proposing this campus, we have fostered multiple avenues for support, input and collaboration. This process can be best described in terms of a 3-avenue approach. (1) **Fellowships-** The most significant partnerships that have been established, as it relates to this proposal, are the 2 school launch fellowships that the Executive Director is involved in. The first is the EdLaunch 210 program with City Education Partners (CEP). This group, in collaboration with Good Reason Houston (GRH), has provided consistent programming, consulting, coaching, resources and diverse learning opportunities related to launching an equitable, high level educational organization. The fellowship is valued at \$250,000 when accounting for all programming and supports provided during the application year. This program has been underway since July 2020 and will run through June 2021 as a full-term fellowship. Even after approval this program will continue to support the organization through networking opportunities, access to facilities, learning opportunities mentoring, employee databases and coaching. Additionally, our Executive Director has been accepted to the High Tech High New School Creation Fellowship. Much like the CEP programming, this program will provide specific programming as it relates to creating highly equitable programming for students. This program also opens us up to a national network of individuals creating innovative academic opportunities that can share best practices and experiences, whether it be excellent school visits or effective instructional and cultural practices. The program additionally contributes a \$10,000 grant specifically allocated for campus-based initiatives. In conjunction with each of these programs we have also had an opportunity to work with an extensive list of consultants who have worked with us to build out and iterate our plans, mission and vision for RPS and JPA. During the fellowship the following individuals and organizations provided programming: Transcend and Disruptive Partners- School Design, Mission, Vision, Design Elements; Instruction Partners- Curriculum and Instruction; Ensemble Learning, Relay Lab Schools and NCSECS- Supports for Special Populations; Cambren Lane and Transcend- School Culture and Safety; Innovative Public Schools- Family and Community Engagement; Empower- Board Structure and Qualifications; Oak Tree- Proposed Leadership Team; Cambren Lane and Oak Tree- Performance Management, Talent Management and Professional Development; Cambren Lane- School Calendar, Schedule, Student Recruitment and Enrollment; Building Hope- Facilities; 4Mativ- Transportation; Building Hope and Open Architects- Financial Planning; and Michelle Doane- General Charter Application Development. (2) **Programming Partners-** In building out the innovative processes that will be the foundation of our

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campus culture it was important to have discussions with individuals who can act as collaborators or provide input using techniques which have fostered success in the past. In considering this we must consider the following categories and individuals or organizations who have made contributions. **Mental Health:** with SEL being a foundational part of our programming we were able to connect with Usawa Mental Health Services. Their founder Lesley Smith-Lanier, who is a member of our community design team and was a panelist for our September panel, has provided great insight into potential fiscally responsible staffing models and approaches to teach emotional intelligence as a skill. **Entrepreneurial and Design Thinking experts:** for this fundamental component it was important for us to expand our network both locally and nationally to determine effective processes for programming. This process began with contacting the Nuvu Innovation School in Cambridge, MA. They were able to provide detailed programming methods, data and resources for our team. They also provide extensive training and professional development for staff along with a worldwide network of students for our students to learn alongside and in collaboration with.

Additionally, we have connected with Northeastern University's Student Co-op program. This connection has fostered an opportunity to work with the University as a program mentor and thought partner. These national programming partners are bolstered locally by support from organizations such as Geekdom, The Impact Guild, The Boardroom Project, STEP ORG, Victoria's Visionary Workshops and Spurs Give, who have all discussed working with our campus as program partners and mentors or participating in our Flex Friday workshops. **Student Enrichment opportunities:** our goal is to ensure that students have access to high quality social and academic enrichment opportunities. With this in mind, we have begun to foster relationships with local organizations to ensure that our students have access. Some of those partners include The Carver Community Cultural Center, CREA Curriculum Consulting, Write Art Out, Andrea "Vocab" Sanderson- San Antonio Poet Laureate, Black Outside, Inc and Camp Founder Girls, Sustainable G's, Summer of Service and StumbleWell Production. **Instructional Support:** This is another area that has been influenced both nationally and locally. On a national level, our foundation in Culturally and Historically Responsive Literacy has connected us with the author and authority on the framework, Dr. Gholdy Muhammad, and her company, Hill Pedagogies. Through this relationship, we have connected with educators across the country who are currently successfully implementing the program. An example of this was my initial meeting with the Superintendent of Brooklyn North High Schools and the principal of Williamsburg High School for Art and Technology, which led to virtual observations and the receipt of full google classroom folders with instructional materials that have acted as a foundation for forming our curriculum selection and supplemental practices. Locally, we connected with Assessment Intervention Management, LLC (A.I.M.), San Antonio Leaders and Teachers and multiple local schools and leaders, as will be discussed later in this section. **Community Outreach initiatives:** Locally, we have worked with 100 Black Men of San Antonio, Families Empowered, A Better Chance for Youth Futures Inc., MOVE Texas and Spurs Give. **Organizational support for financial**

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considerations: to date we have garnered support from the Brackenridge Foundation and Choose to Succeed, who have each pledged \$50,000 in startup funds upon state approval. This totals \$100,000 in startup funds, as displayed in Attachment 33 (pp 437-439). (3) **Mentor Networks:** One area which has provided a consistent source of quality input is the vast network of educators our Executive Director has connected with over his career in education. This network spans varied grades, locations, school types and levels of experience. As stated in our ED qualification section, our Executive Director has had a diverse career in education. Along the way he has continued to foster mentorships and create new ones that ensure that he is focused on continuous personal growth. Many of those connections have led to direct learning opportunities that impact the overall mission and vision for RPS and JPA. A few examples of this network, both locally and nationally, are colleagues at the following organizations: SAISD, IDEA, SA Prep, Prelude Prep, Promesa Academy, The Gathering Place, Compass Rose, KIPP, Great Hearts, Basis and Relay Lab Schools.

Communication- To date, we have had multiple touch points with our District 3 SBOE member, Marisa Perez-Diaz. These touch points include a gathering hosted by Choose to Succeed on October 8, 2020, an in-person meeting with Marisa Perez-Diaz and Chip Haas on October 15, 2020 and multiple email communications for information, advice and input on the application process and components of our model as it relates to the needs and wants of the community. Our ED also met with Dr. Audrey Young, District 8, on January 18, 2021. Additionally, we have sent out Impact Statements to all district superintendents and board presidents whose schools or whose districts' boundaries include our proposed location. These statements have also been sent to all Texas SBOE and Legislative members who represent these districts and their constituents. (See Attachment 5, pp 168-176)

Public Meetings Overview- RPS has conducted Community Information Sessions for larger community input on the school model. The first event was hosted by Families Empowered and was conducted Live on their Facebook page on December 18, 2020. The event was held virtually because of the ongoing conditions related to the pandemic. For the first live event we had 352 people who interacted with the event and 151 people who consistently viewed the event. To date, the event has 1.1 thousand views. The second event was held via the same venue in partnership with Families Empowered. This event was held January 4, 2021. For the live session we had 1,378 people interact with the event and 473 people consistently view the event. To date, the event has 1.3 thousand views. (See Attachment 4, pp 126-167). Both events were marketed in the San Antonio Express News, the city's main newspaper outlet. (See Attachment 6, pp 177-180) Notification was also sent to SBOE members and all relevant Texas Legislators at least 5 business days prior to the events. Each event was additionally advertised through aggressive social media campaigns as well as on our website and through email blast campaigns. (See Attachment 4, pp 126-167) Each meeting had RPS board members in attendance. For the first meeting our board secretary Stephanie Mendeloff was in attendance and for the second meeting our board chair Dr. Milton Harris and member Racquel Gilford were in attendance.

School Design

Mission, Vision, and Overview of School Design

Mission: The mission of S.H. James Preparatory Academy is to mobilize 5th-12th grade students using a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future.⁷

Vision: Our vision is to be a community school that creates equity through culturally and historically responsive approaches to academic excellence which will provide accessible pathways to long term success for our students, their families and communities.⁸

At S.H. James Preparatory Academy (JPA), we believe in and value the culture, voices and innate abilities of young people. Our mission and vision focus on providing a launching point for students to explore their culture, history, talents, skills, aspirations and voice through leadership and activism. This idea is especially relevant as it relates to students of color who have traditionally been exposed to an academic environment that does not reflect their experience, personal needs or styles of learning. Instead of providing students with an education that narrows their perspective and focuses on rote skill mastery, we believe that it is the role of an institution to allow students to have agency over their learning to open the doors for self-empowerment, self-determination and self-liberation. In grounding ourselves in a culturally and historically responsive approaches, our school can act as a hub for knowledge and freedom for our students and their community.

Mission and Vision Development: The mission and vision were developed as a collaborative effort between Anthony Gordon (Executive Director) and Dr. Milton Harris (Founding Board Chair) through their work in education, professionally and in community service. It was shaped through their community engagement with one-on-one meetings with parents and students, building a network of community leaders, community co-design sessions, program pilots and design iterations overseen by the founding board based on community input. Students and parents clearly expressed a lack of diversity as a part of the daily school experience, both as is relating to students' identities being visible in the curricula and to courses and electives being offered at their campuses. 100% of the parents and students of color who were interviewed stated that they did not consistently see themselves racially or culturally represented in the curriculum offered at their schools regardless of the subject. Additionally, they stated that student culture and identity was not consistently considered as it relates to campus culture, including that major cultural celebrations or milestones such as Hispanic Heritage and Black History months were not recognized with fidelity in most cases. Students and parents also expressed concerns over the diversity of coursework offered to their students. They consistently expressed a need

⁷ <https://www.shjamesprep.org/>

⁸ <https://www.shjamesprep.org/>

for students to be exposed to what would be more practical approaches to learning that would prepare them for life in and beyond college. For example, it was often stated that students wholly focused on reading and math instruction in school. In turn science and social studies were sacrificed to make up for this. Parents also expressed a need for coursework and electives that were more interest based and related to future career aspirations, along with courses that would prepare students for the “real world.”

In meeting with community stakeholders, we found a want to be consistently involved in their community schools. These leaders have a desire to act as mentors, be guest speakers, and provide in the field learning opportunities for students and their families but have felt that they have not been welcomed because of the lack of focus on alternative forms of learning and enrichment. These ideals were solidified during our community co-design sessions where we built forums of educators, parents and community leaders to discuss and iterate on the proposed JPA academic plan. During these sessions, the teams clearly defined a need to reimagine academics in ways that involve student identity, race and culture, along with providing diverse learning and enrichment opportunities that will prepare students academically and socially.

Gordon’s family and professional history on the Eastside have been a major influence on the development of the mission and vision for RPS and JPA. Though his teams faced circumstances some saw as “impossible,” their students achieved at high levels at multiple campuses on the Eastside. This success came as a result of a focus on cultural responsiveness, Social and Emotional Health and targeted intervention.

Additionally, Dr. Harris’s experience as a college professor has helped to inform our design. Spending four years in post-secondary education has shown him firsthand the number of adults who are ill prepared for success at the college level. This is especially true when considering the marked improvements, he has seen when providing students with needed support. Dr. Harris also brings a wealth of knowledge as it relates to experience in community engagement from his work in nonprofit management, entrepreneurship, finance and service on school boards.

Both outlined journeys led Gordon and Harris to land on three basic tenets: (1) There is a clear need for innovative approaches to academics in San Antonio’s Urban Core, (2) When provided with equitable resources and opportunities all students can achieve at extraordinary levels, and (3) Connecting students with curricula that is diverse and relevant to them personally is a key factor in success.

School Design Overview: In order to accomplish our mission and vision, we have implemented three design principles that will act as a foundation for student achievement:

1. Social Emotional Health and Wellness: At JPA we will prioritize social-emotional health and wellness in collaboration with restorative practices to create an environment that removes obstacles to learning by creating a psychologically safe space for students daily. In creating this environment, it is documented that students have significantly

greater outcomes socially (+24%), emotionally (+23%), behaviorally (+22%) and academically (+57%). Additionally, a 2017 meta-analysis shows that benefits in these areas are long lasting, up to 18 years. For example, gains ranged from 13 percentage points on attitudes and social behaviors to 33 points on academics.⁹

Social Emotional Health and Wellness will be supported through: (1) a research-based Trauma Informed social-emotional learning (SEL) curriculum, (2) a daily schedule that incorporates opportunities for wellness and mindfulness activities, (3) a student support team led by a SEL Lead (Personnel Tab Line 27) who works with a team of counselors, therapists, nutritionists, social workers and behavior specialists, and (4) a network of partners, organizations and resources to extend services to families and the community. Students will begin each day with community breakfast either as a campus or with their homeroom cohorts. In these fellowship opportunities students will have an opportunity to check in and set SEL/mindfulness goals for the day with accountability partners, build relationships and culture within small and large groups within the larger campus community. These sessions will be led by campus leaders and teachers (whole group) and homeroom teachers (small groups). These morning goal setting opportunities will be extended by intentional literacy and discourse opportunities to allow students to express themselves and share their perspectives. Throughout the day, students will revisit these goals and reflect on their progress with peers, staff and SEL professionals to ensure that they feel empowered in their SEL journey.

Students will have supported agency in creating their daily schedules to be mindful of self-care and mental health restoration. We will empower students to create the optimal learning environments for their needs by working with them to build a daily course load that lessens stress and focuses on personal growth, interest and self-discovery. Additionally, we will implement recess for 30 minutes each day for Middle School, as well as student leadership and peer outreach opportunities during the day to further foster self-esteem and community amongst our student body. (See Attachment 26, pp 401-415)

Our social and emotional health and wellness services will be the backbone of our campus. Increasingly, young people are experiencing issues with mental health challenges. In 2015, it was reported that 70% of US teens believe that they have experienced anxiety and depression, 55% have experienced bullying, nearly 50% have experimented with drugs and alcohol and 40% live in poverty. This is further compounded when considering that one in four do not have access to mental health services due to financial hardship.¹⁰ We will have a dedicated SEL team who focuses on student's SEL as well as conducting weekly staff professional development on proactive strategies, recognizing student warning signs and triggers related to stress and trauma. This team will work with teachers to implement SEL curriculum and coach staff on effective mindfulness practices. This dedicated staff will maintain a student to staff ratio of at maximum 150:1, well below the American School

⁹ <https://casel.org/wp-content/uploads/2019/12/Practical-Benefits-of-SEL-Program.pdf>

¹⁰ www.pewresearch.org/fact-tank/2015/06/12/the-changing-categories-the-u-s-has-used-to-measure-race/

Counseling Association recommended ratio of 250:1 and the ratio held by SAISD during the 2019 school year of 370:1.¹¹

We recognize that simply providing structures for students is not an effective method for success. It is essential that we work with families to ensure that students receive holistic support. We will create a network of community partners, organizations and resources for parents so that families have the tools to combat mental health issues proactively. For example, our campus can host an open panel discussion on recognizing mental health issues such as anxiety and depression with community partners as panelist and vendors. The forum would allow parents to ask questions and receive relevant information. These sessions can be recorded and archived on our website for parents to access if they are not able to attend or need assistance in the specific focus area. By creating this extension of services, we can truly embrace the concept of being a community school here to uphold the social and emotional health and wellness of our students.

JPA will use a restorative approach to behavior management. Restorative practices have shown success in schools and districts that have effectively implemented the practices. This success has been especially profound in low socio-economic and communities of color. According to multiple studies conducted by WestEd, campuses with consistent implementation of restorative practices saw suspension rate decreases ranging from 35%-87%. They also saw significant decreases in suspensions for Black, Latinx, English Language Learners and students receiving free and reduced lunch ranging from 41%-54%.¹² Restorative practices are an alternative to suspension and expulsion, can improve school climate, foster healthy relationships, engage students and families, support social-emotional learning, promote accountability and two-way communication.¹³

In contrast to punitive approaches, we will “Defund Detention.” By creating open dialogue, support, accountability and restoration we can curb negative behaviors and lessen discipline referrals, suspensions and expulsions. Our Model will feature: (1) Restorative Justice, (2) Community Conferencing, (3) Community Service, (4) Peer Juries, (5) Restorative Circles, (6) Preventative and Post-Conflict Resolution Programs, (7) Peer Mediation, (8) Mindfulness Activities (affective statements, get caught doing something good, etc.) and (9) Restorative Leadership Opportunities. When structures are commonplace, we can shift the disproportionately negative effect on students of color, especially Black students, and students with disabilities who are exponentially more likely to be suspended or expelled from school.

2. Culturally and Historically Responsive Literacy (C/HRL): We will examine the past and live the principles of a literary societies. In embracing this restorative approach to academics, it is essential to focus on four factors as it relates to a Culturally and Historically

¹¹ <https://www.ksat.com/news/2019/05/03/sa-schools-arent-meeting-recommendations-for-student-to-counselor-ratios/#:~:text=None%20met%20the%20more%20strict,one%20counselor%20to%20350%20students.>

¹² https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

¹³ <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

Responsive Literacy Model. We must view literacy as a means to foster Identity, Skills, Intellect and Criticality.¹⁴ Traditionally, students of color have been educated from a narrow perspective that is reflective of the dominant culture. For students to truly achieve high level mastery they must authentically see themselves within the scope of learning. "Youth need opportunities in school to explore multiple facets of selfhood, but also learn about the identities of others who may differ... they must deeply know themselves and the histories and truths of other diverse people."¹⁵

Our campus will build an academic program that embraces culture. Understanding the need for standard and skill mastery, we will use the Texas Essential Knowledge and Skills (TEKS) as a foundation to create academic experiences that allows students to explore history, culture and their voice. We will study history with a critical lens and develop consistent opportunities for deliberate discourse to build intellect. The methods, structures and processes for this pillar are explained in greater detail in the Curriculum and Instruction section of the application.

Professional development will support this process. Staff will use weekly development and planning time to support this process for students. In these sessions we will focus on taking a critical lens to history and how students of color have been taught. While examining our own biases, privileges and perspectives to provide a more well-rounded view of our society. This will be coupled with ongoing development in the areas of lesson planning, text selection, cross curricular literacy, assessment, adult novel studies, guest speakers and discussions to bolster our staff's ability to address these gaps in academics.

3. Community-Based Entrepreneurism: San Antonio is currently the most economically segregated major city in the country.¹⁶ Families on the Eastside have a median income less than half the state average and poverty levels twice the state average.¹⁷ More concerning is the fact that within these communities the population is predominantly Black (46.3%) and Latino (40.6%) with a median age of about 35 years old. Additionally, the average resident in these zip codes commutes over 26 minutes to work.¹⁸ This spotlights a lack of viable employment and business opportunities within the community, as well as a lack of programming that addresses the paucity of entrepreneurial leadership.

By building bonds within the community and providing an academic foundation for business and leadership we can create an environment where students are mentored in community-based service and entrepreneurialism. (See Attachment 9, pp 214-224) JPA will focus on awareness of community needs to foster a design thinking model for innovative problem solvers who work alongside experts to be change makers.

¹⁴ Muhammad, G., & Love, B. L. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. New York, NY: Scholastic.

¹⁵ Muhammad, G., & Love, B. L. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. New York, NY: Scholastic.

¹⁶ <https://sanantonioreport.org/disconnected/>

¹⁷ <https://datausa.io/profile/geo/san-antonio-tx/#:~:text=Civics-,About,%2C%20a%20%2D2.04%25%20decrease.>

¹⁸ <https://datausa.io/profile/geo/san-antonio-tx/#:~:text=Civics-,About,%2C%20a%20%2D2.04%25%20decrease.>

JPA will use Flex Friday Scheduling to incorporate design thinking that centers around Community Based Service and Entrepreneurism. (See Attachment 26, pp 401-415) This programming will apply knowledge and skills in areas of interest. Within these pods, we will cultivate minds in entrepreneurship, design, infrastructure, politics, non-profit, maker spaces, technology, etc. Students will actively seek solutions for community issues and collaborate with their peers in a workshop format to create viable solutions through a research, brainstorm, design, iterate, launch and analyze process. For example, students researching the lack of high quality and consistent fresh produce within their community could partner with local non-profit leaders who specialize in urban farming, along with city zoning officials and neighborhood association members and campus staff, to find a sustainable plot of land to create a community managed urban farm. Through this process, students would gain valuable standards-related, hands-on experience in multiple disciplines as well as enhancing soft skills that will benefit them academically and professionally.

Another example related to Entrepreneurism could revolve around students working with financial experts to research Home and Business Loan approval rates for people of color. They could research the historic trends for the topic and begin to plot out long term fixes for the issue as it relates to producing greater access to financial capital in their community. Opportunities such as this give students access to the future that they want for themselves now. As John Spencer stated, "Student choice is more than simply picking a task. It's about owning the entire learning process."¹⁹

Innovations: Student Agency. We believe that when students can have supported autonomy in their learning they will be more active and successful. Each student will take an entry survey to identify their interests and aspirations. They will then work with academic counselors and their families to select the most appropriate elective course pathway for them. They will also identify extracurricular, service, entrepreneurship, enrichment, mentoring and internship opportunities. This service will begin with our incoming fifth graders, with increased support from our counselors, school leaders and staff to ensure that students make a smooth transition into the process. This support can include, but will not be limited to, completing surveys, surveys with visual and text supports, more frequent academic and mental health check-ins, more parent and family involvement and weekly temperature checks to ensure student progress. This innovation speaks directly to community input and the desire for a diverse course catalogue and freedom to select areas of interest to increase engagement. This approach will also allow our campus to provide specific and targeted intervention to address gaps. **Design Thinking and Project/Inquiry Based Learning Pods.** In order to increase deep critical thinking, inquiry and creative processes at the secondary level, we will implement the use of learning pods. This will foster student collaboration and intervention opportunities

¹⁹ <https://medium.com/synapse/10-ways-to-incorporate-student-choice-in-your-classroom-e07baa449e55>

based on data analysis of need. Engaging in this form of learning will move our students far beyond remembering, recalling and understanding and into application, creating, evaluating and analyzing at a deep metacognitive level. **Cultural Engagement and Relevance.** All TEKS-aligned coursework at our campus will be created with an intentional focus on cultural relevance to our specific student body. We understand that students must see themselves within the curricula that we present, and we must also ensure that we present a wide range of perspectives to allow our students to engage in deliberate discourse as it relates to topics of history, race, ethnicity, etc. By fostering this environment, we can create a campus that instills a sense of pride and self-confidence and empowers students to use their voices and power to be changemakers. **Community Engagement and Outreach.** We prioritize making our school of and for the community that we serve. We will continue to broaden our network of community leaders, organizations, parents, advocates, etc. to ensure that we are meeting their needs daily. Our sole responsibility is to ensure that we create a space that acts as a hub for information, tools and resources for our community. This mission will encompass providing our families with a diverse network of community partners, conducting forums, lectures and information sessions around relevant topics within the community and conducting consistent community service opportunities that directly impact the community around us. **Teacher Training and Support.** Our campus will have high expectations for our staff. To support them in this measure we will have comprehensive teacher training processes. Our campus will not only focus on preparing our teachers to be elite instructors, but we will also provide training in the areas of classroom innovation, design/inquiry/project-based instruction, SEL training, including but not limited to, restorative practices, de-escalation methods, recognizing trauma and triggers, inherent bias, systemic racism, community and family relationship building, etc. Additionally, all teachers will be trained in both special education and gifted and talented instruction to ensure that they are able to effectively manage a wide range of learning styles and abilities (see budget line 110). These training sessions will be conducted on a weekly basis by our Special Populations staff who will be certified in their specific concentration. Our Special Populations team will work in conjunction with our instructional leaders to create trainings that integrate skills, processes and techniques that are practical for the classroom. In using this integrated approach to training, we can ensure that our staff is not learning skills in isolation but as a part of their overall growth pathway. This method will give staff an advantage as they will be able to learn, observe models and practice skills in the same manner as they will use them within their classroom. These certified staff members will participate in planning, Professional Learning Communities (PLCs), coaching sessions and conduct weekly professional development during our Flex Friday schedule that will coincide with our students' Friday Early Release Schedule allowing them to attend Personalized Professional Development on a predetermined schedule throughout the

course of the year. This structure is outlined in greater detail in the Professional Development and Evaluation section of this application. This training will be further supported through our network partners such as AIM, Hill Pedagogies and NuVu Innovation School (see budget line 110). **Community Based Entrepreneurism.** As an extension of our design thinking and project/inquiry-based work, we will focus on building students' skills in entrepreneurship. Students will have prescribed coursework beginning in middle school related to business with a lens toward community impact. Students will work with local mentors from industries of interest to drive their interest in their learning. As students' progress into our high school program, they will have the option of being a part of our Business Incubator Pathway to graduation. This pathway will be structured to embody the Business and Industry Endorsement as outlined by the TEA.²⁰ This program will also allow students to plan, research, build, pilot, iterate and propose their own businesses with the prospect of potential funders backing their ideas. This programming will be managed by instructional staff with oversight from our community coordinator, academic counselors and the High School Assistant principal (see personnel budget lines 24, 28 & 32) to ensure quality and fidelity to the program.

Curriculum and Instruction

James Prep Curriculum: JPA will use strategies that are rigorous, comprehensive, high quality, research based and grounded in the Texas Essential Knowledge and Skills (TEKS). We will create structures to ensure horizontal and vertical alignment, such as our weekly grade level instructional planning sessions led by our instructional lead team (Principal, AP, instructional coaches) and our weekly content area PLCs lead by the SPED team in conjunction with our content area teacher leaders. These meetings will focus on the review of relevant data, best practices, cross curricular learning opportunities, student progress, differentiation, student needs, resources and staffing. Curriculum selection and implementation will first consider creating an environment which amplifies the lens through which students will see, discover and learn about the world.

Given JPA's focus on Culturally and Historically Responsive Literacy (C/HRL), it is important to state that very few established and research-based curriculums fit this need. JPA has selected quality and research-based curricula, which will be supplemented with foundations from the C/HRL Framework. In this process, we will use texts, resources and training from experts such as Zoretta Hammond, Dr. Gholdy Muhammad, Edward Fergus, Glenn Singleton and others who have conducted in depth research as it relates to academics, learning, culture and data analysis for children of color. In embedding these philosophies in tandem with our chosen curricula, we will implement a framework that is grounded in the need to provide students with education based in (1) Identity, (2) Skills,

²⁰ https://tea.texas.gov/sites/default/files/SidebySideGraduationPrograms_030114.pdf

(3) Intellectual Pursuits and (4) Criticality.

JPA believes that true achievement must be based on the teacher's ability to foster Academic Success, Cultural Competence and Sociopolitical Consciousness in our students. Geneva Gay defines cultural responsiveness as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively"²¹ We thrive to ensure that our students' culture, race and history are present in all aspects of learning. We also believe that this learning must be based on cross curricular literacy that allows students to build identity, skills, intellect and the ability to analyze information through a critical lens. This approach is based on the need to increase student agency, discourse and research, which are skills needed for success.

We must ensure two major factors are in place: (1) The presence of high quality TEKS and research-based curricula that can be adapted to fit this philosophy. We will work with partners who have seen success such as The Gathering Place (San Antonio), Compass Rose (San Antonio), San Antonio Prep (San Antonio), Williamsburg High School for Art and Technology (New York) to ensure that our model meets both the quality and rigor needed for our students; and (2) Adequate collaboration and planning time through Professional Learning Communities for content and grade level teams. The ability for our staff to adapt curricula that allows students to explore topics at depth across content will increase engagement and their ability to grasp difficult content. For example, staff could create a cross content project where students study the Flint Water Crisis by reading and analyzing articles in ELA, use percentages and ratios to discuss the relationships between water quality, race and income in math, study the effects of lead and other contaminants on the body in Science and study the history and impact of water quality issues on communities throughout the US in Social Studies. These various workstreams would culminate in an inquiry-based presentation that incorporates multiple skills and allows students to voice their opinions based on facts and evidence.

Below is an overview of core content learning goals, expectations and proposed curricula, along with a course catalogue found in Attachment 26 (pp 401-415) for each grade level at JPA.

ELA: We will focus on skill and intellect development through the lens of research and critical analysis. This work will be driven using the components of the **readers and writers workshop**. Students will participate in: (1) an introductory mini lesson, (2) individual or small group worktime, (3) teacher conferencing, (4) mid lesson teaching points and extensions and (5) group discussion to close out the lesson. Starting in 5th grade, students will begin to build research and writing skills through examining literature in multiple genres. Students will interact with core curriculum, novels, texts, magazines, newspapers, blogs, online news sources, graphic novels, films, comic books, art, poetry, etc., to develop knowledge, foster discourse and deepen phonetic and grammar skills through the written word. These pursuits will be supported by our elective courses based in grade

²¹ Cultivating Genius

level TEKS. (See Attachment 7, pp180-195) Students will exhibit success by displaying the ability to show an in-depth analysis of texts in and across genre, with a critical lens in their analysis and the ability to transfer it into written form that is clear, focused and displays mastery. These skills will extend into High School where students begin the process of using text, speech and the written word to challenge ideals and philosophies. This coursework will be based in state standards, extend into future aspirations and provide practical application of skills.

Our ELA coursework will implement the Savvas MyView and MyPerspective Literacy Curriculum. The MyView Curriculum will be used for 5th grade and the MyPerspectives curricula for 6-12. This curriculum is completely based in Texas Essential Knowledge and Skills. This curriculum, as reviewed by edreports.org, was rated as Meets Expectations. In the review breakdown, it received 40 of 42 points for Text Quality, 30 of 32 points for Building Knowledge and 30 of 34 points for Usability.²² In Middle School we will use the My Perspectives Curriculum which is also based in TEKS. This curriculum was also rated as Meets Expectations by edreport.org. It received a 36 of 36 for Text Quality, a 32 of 32 for Building Knowledge and a 34 of 34 for Usability Rating giving it perfect ratings across the board.²³ Additionally, the High School MyPerspectives curriculum received perfect scores from edreports.org.²⁴ We will use guidance from the College Board criteria for resource acquisition when creating any AP courses for High School. (see budget line 100)

After careful research of multiple ELA curricula, we landed on this curriculum for multiple reasons. First, was the presence of more diverse authors, text and subject matter in the base curriculum. Secondly, the foundational components of the curriculum lend themselves to **Project Based Inquiry** which connects directly to our cross curricular focus. The curriculum also has foundations in the reading and Writing Workshop. The final deciding factor is related to our push for culturally and historically responsive literacy. This curriculum provides a seamless marriage of our approach and this research-based curriculum. For example, 6th grade Unit 1 is based on *Brown Girl Dreaming* by Jacqueline Woodson, a novel written in verse that discusses identity for black and brown children during the heights of the Civil Rights Movement in America. As an extension of the novel excerpts provides in the textbook, students would read the novel and use alternate text including supplemental poetry, music and short stories that explore the concept of identity, culminating in students being assessed on presented skills and creating *Where I'm From* Poems as an extension of the unit. The curriculum also accounts for the needs of diverse student populations with its focus on whole and small group instruction coupled with the workshop model which supports struggling readers with teacher or peer led and individual learning opportunities.

Math: Our Middle School math model will be based in **Cognitively Guided Instruction**

²² <https://edreports.org/reports/detail/myview-literacy-2020-5>

²³ <https://edreports.org/compare/results/ela-38>

²⁴ <https://edreports.org/compare/results/ela-hs>

(CGI). This approach focuses on problem solving and conceptual understanding of foundational math. The framework presents students with problems that they can approach with support and work to solve, culminating in whole group discussions. This will be especially effective as we project our incoming students will have severe deficits in math. This research-based approach addresses multiple issues that may arise within the classroom such as: (1) ability ranges, (2) basic concept deficiency, (3) language, (4) lack of challenge, (5) lack of engagement, (6) learning disabilities, etc.²⁵ By using this approach, we can meet students where they are and extend/intervene as appropriate. This will be an effective model with our staffing model (teacher/co-teacher and SPED/ELL support) for math in Middle School classes. For High School, we will focus on an **accelerated math model** that is based in deep and conceptual understanding, problem analysis, solving, logic and critical thinking. These concepts will be buffered by real world experiences that provide access to long term professional success in careers that utilize the skills. We will incorporate experiential learning opportunities such as internships, consultancies and field experiences to enhance and extend the curriculum at all levels.

For our math curriculum, we will use Ready Classroom Mathematics for 5th grade. This curriculum is based in TEKS and gives attention to the need to develop conceptual, procedural and fluency skills. This curriculum will be compatible with our Middle School focus on CGI, as it has a strong basis in grade level standards but allows teachers to remediate and intervene with students with severe gaps. Edreports.org gives this curriculum a 14 of 14 in focus and coherence, 17 of 18 in rigor and mathematical practices and 38 of 38 in usability, which is categorized as Meets Expectations. For grades 6-8 we will use Open-Up Resources, which is a product of Illustrative Math. This curriculum is based in conceptual learning and incorporates foundations of CGI in its daily work. This curriculum also incorporates practical application and discussion daily. This curriculum also allows for real time daily intervention and extension as each standard is forward and backwards mapped as an added resource. Additionally, our Executive Director has used this curriculum at previous campuses and has TEKS crosswalks for grades 6-8. While at these campuses, he personally experienced student growth and worked directly with Open-Up to provide professional development for staff. According to edreports.org, the curriculum receives a perfect score in both focus and coherence and rigor and mathematical practices, with a 37 of 39 in usability. For High School we will use Kendall Hunt's Illustrative Mathematics Traditional; edreports.org gives this curriculum a perfect score across the board. Much like the previous curriculum, this version focuses on the conceptual application of learned skills. Using this curriculum will build on the development that students received in Middle School. These curriculums will be further extended by our focus in C/HRL by including a focus on important mathematical contributions and practical applications of skills in cross curricular projects. For example, when studying coordinates students could learn about the National Advisory Committee for Aeronautics' West Area Computing group, which was led by Katherine Johnson. These

²⁵ <https://mathematize.org/about/cognitively-guided-instruction/>

curriculums will be beneficial for our student populations because of their focus on building foundational skill and focus on intervening with students with severe gaps. These curricula have been accounted for in line 100 of our budget.

Social Studies: Our Social Studies program will serve very distinct purposes at our campus: (1) Social Studies will be based in literacy to support ELA programming. ELA and SS teams will have common planning time each Friday to prepare for the coming week. During these sessions they will share standards, resources, techniques and tools to maximize instructional time and get students to mastery of skills. This process will create cross curricular alignment that gives students consistency in instruction and methods. This approach will be based in literary analysis, discourse and writing, much like our ELA coursework. (2) The need to take a critical approach to learning in Social Studies coursework. In creating an environment where students use multiple sources to gather and interpret information, we can build classrooms where student thought drives the learning environment. In context, students can study slavery in early America based on the descriptions from their textbooks, in conjunction with cultivated writings from political leaders, slave owners and abolitionists, relevant propaganda from the time along with a novel study of the *Narrative of the Life of Frederick Douglass*. This format will be consistent throughout any social studies or history coursework for students in Middle or High School at JPA to foster Cultural Competency and Sociopolitical Consciousness.

Based on the framework above, selecting a Social Studies curriculum requires attention to detail in content, especially considering traditional texts may act in conflict with the foundations of C/HRL. With these considerations, we have chosen the McGraw Hill series of History Curriculum. This curriculum provides a moderately diverse perspective of history. The curriculum is based in Texas Essential Knowledge and Skills and will work well with our focus on taking a critical lens as it relates to discussing history throughout the world. This curriculum was selected because of its open opportunities to extend conversations on topics such as colonization and slavery. This gives our staff the space to create realistic conversations around the lasting impact of these events and spotlight the significant accomplishments of various cultures that may not traditionally be spotlighted in curricula. For example, students studying the early European explorer's "discovery" of America. Students can use the information provided in the text and extend the conversation to discuss what factors made Indigenous people more susceptible to being conquered by the "explorers." They could also extend the conversation into modern concepts such as the lasting impact of European colonization or how gentrification relates to Indigenous people's experiences. Our goal is to ensure that our students are exposed to a well-rounded version of history that speaks of the contribution of their communities and cultures to the world. We will do this by using supplemental resources from organizations such as Facing History and Ourselves, the Zinn Education Project, the 1619 project, etc. We will also supplement with regular novel studies much like the example discussed previously. (see budget line 100)

Science: Our science coursework will act as a support for our math department.

Additionally, it will act as a bridge into STEAM by creating practical learning opportunities for students. Students in Middle school will extend their use of the CGI process into science classes that make math conceptual and hands-on to increase exposure, engagement and critical thinking. Students will additionally have regular science lab opportunities that extend and intervene with students based on their specific needs as determined through data analysis. Our math and Science teams will mirror the planning processes discussed for our ELA/SS teams above. As we extend into High School, students will continue to explore access to skills that are transferable into STEAM careers. To do this we will focus on programming that extends beyond traditional science course work that traditionally utilizes “demos” and experimental lab work. We will incorporate authentic lab opportunities that expose students to skills that will translate into realistic working environments. This process will move students past the observation of science and into the discovery processes within the scientific method.

For Middle School Science, JPA will use the Amplify Science curriculum. The 6-8 curriculum was the highest rated Science curriculum by edreports.org and Met Expectation. These curriculums have also been used at previous campuses by our Executive Director. In these experiences, students with comparable demographic backgrounds saw growth and displayed engagement within the curriculum. These curricula are focused on grade level standards and provide ample opportunity for students to engage in the scientific method with hands-on activities that push thinking and foster discussion within the classroom. For High School students, we will use McGraw-Hill’s Inspire curriculum. This curriculum was chosen for its instructional model, which promotes student led activities and creative problem solving. The curriculum also focuses on differentiated instruction, project based learning and interactive simulations, collaboration, STEM components and Learn Smart technology that provides personalized instructions and learning objectives for students. (see budget line 100) As mentioned previously, any AP coursework will be created based on College Board criteria. Additionally, these curricula will work well with our focus on culturally and historically responsive literacy. For example, students studying chemical reactions can read about food chemistry and how our bodies react to certain foods and chemicals in our food or read about the use of chemical warfare during international conflict to extend into Social Studies.

Middle and High School Courses and Electives: In order to increase agency and engagement, JPA will implement a system of rigorous core content complimented by student choice electives throughout the course of the year. Students will work in tandem with our academic counselors and their parents to self-select a personalized pathway to academic coursework. These electives will be grade level TEKS based courses that act as a practical application or an extension of student work in core classes. We will create opportunities for students to engage the TEKS in diverse environments to move to the direct application of skills. For example, 5th grade math has a TEKS standard focused on graphing and Geometry, and a potential course offering based on student interest could be in Model Design as an introduction to Drafting and Architecture. (See Attachment 26,

pp 401-415)

In Middle School, each core content area would have a corresponding elective that mirrors the concept presented above. These elective courses would rotate on a quarterly basis and act in conjunction with mandatory course offerings such as Financial Literacy, Speech, Community History, etc. Students will have a diverse set of complementary courses that further their abilities and knowledge. Please see the chart attached as a part of Attachment 26 (pp 401-415) that provides an overview of core coursework and potential quarterly courses.

JPA will follow the foundational graduation requirements laid out by the State of Texas. We will offer a college and career preparatory education which enhances critical and design thinking, innovation, awareness, academic pursuits, access, agency and leadership. Our high school coursework is designed with pathways that mirror students' endeavors at the next level. These pathways are designed to be rigorous, yet supportive, in guiding students to make the most appropriate decisions for their future aspirations. These pathways will be aligned to TEKS and the Texas Foundation High School Program. We will ensure this alignment by creating backwards plans from the standards and building programming around both the TEKS and Texas Foundation High School Program. For example, all coursework including any practicums, field studies or external programming evaluation will use these standards to ensure compliance. All graduates will meet at minimum the 22 credits required for high school graduation. We will thrive to have all students reach the 26-credit threshold and our pathways, programming and supports will be distinct in creating an environment where this is a norm. JPA will employ three pathways for High School students that build off the robust academic foundations that were built in our Middle School. Below you will find an overview of the Pathways to high school graduation. A more detailed description of this process can also be found in the Promotion and Graduation section on the application.

Pathway 1 is an Advanced Placement option that allows students to earn placement and course credit at American colleges and universities. These courses will be created and cultivated based on the National College Board standards in conjunction with our Instructional leadership staff, collaboration with local campuses who have successful AP programs and mentorship with local college and university educators to ensure quality in the program. Students will be required to take at least 8 AP courses for this specific pathway. This pathway also affords students access to school-wide enrichment opportunities, including community mentorship and networking opportunities, that will make them extremely competitive as they apply to the nation's top colleges and universities. If selecting this pathway, students will take part in multiple sessions with their family and our academic counselors to select the appropriate coursework path and support systems needed for success. These supports will continue consistently throughout the process leading up to graduation and after college enrollment to ensure matriculation. This pathway will be further bolstered with mandatory community service projects that connect students to opportunities to interact and network with other

students and professionals to build a character of giving back.

Pathway 2 will consist of a career pathway with a focus on Entrepreneurial Leadership. In this pathway, students will follow a traditional path to graduation with the addition of specialized coursework in their area of interest. This coursework will include classes in subject areas such as Business Management, Law and Finance, etc. Additionally, students on this pathway will participate in research and design projects, pilots, iterations and practicums, grant and funding workshops in addition to staff support, mentor and internship with local business owners, with a focus on individuals who have created successful startups or nonprofits. Students on this pathway will also participate in a Senior thesis project in which they work with their assigned mentor and appropriate staff members to design and defend a comprehensive start up business plan that creates impact or solves a relevant issue affecting their or comparable communities that can potentially be launched upon their graduation. This program will mirror major university Co-op programs, such as the one at Northeastern University (Boston), which has provided guidance in the creation of this pathway and will act as a programming mentor and thought partner moving forward. The program's focus is to build intentional learning opportunities during the student's first two years of high school. For example, Year 1 will consist of coursework that will build foundational knowledge and begin to create opportunities for experiential learning, seminars, mentoring, research and project work in areas of interest. During year 2, students begin the process of developing their business concept, developing professional skills, gaining knowledge of the launch process, increasing experiential learning opportunities, internships, learning about branding and marketing, etc. Year 3 acts as an incubator year where students increase their activity by acquiring internships, participating in field studies, working exclusively with mentors to build their concept, prepare pilots, attend seminars, visiting colleges and businesses and attend small business launch events such as TechFuel and Launch SA's Venture Challenge. Year 4 acts as a launching pad for student concepts, where they begin the process of legally establishing businesses with the guidance of our staff and their mentors. Students will also work to create larger pilots and finalize iterations in order to prep for their final senior project, which culminates with a pitch to potential funders for their startup and continued support through and after graduation to ensure the long-term success.

Pathway 3 will guide students to receive the Distinguished Level of Achievement diploma. This pathway is essential to ensure that our students are eligible to be admitted to a Texas public university under the Top 10 percent automatic admission law.²⁶ To achieve this status, students will be required to meet the 22-credit requirement with an additional four credits in math (including Algebra II) and Science. This pathway also requires students to gain an endorsement in either STEM, Business and Industry, Public Service, Arts and Humanities or Multidisciplinary Studies. Students on this pathway will select their focus area during their 9th grade year and work with our academic counselors to build their coursework over their four-year program. They will meet quarterly with this counselor to

²⁶ <https://tea.texas.gov/sites/default/files/B-Grad-toolkit-overview.pdf>

review progress towards the goal. This pathway will also have the mandatory community service obligation explained in Pathway 1.

Pathway Selection: The pathway selection process will begin for students during Middle School. Our counseling team will conduct quarterly check-ins during each students' 7th grade year. These early conversations will revolve around current data and coursework and any analysis that can give insight into a student's potential pathways and begin a conversation involving families, students and campus staff. During the 8th grade year, our Academic Counseling team will continue these conversations during quarterly meetings in addition to conducting information sessions for families and students throughout the first semester of 8th grade.

Students and families will be required to sign an intent document for pathway assignment form prior to winter break of the student's 8th grade year. This document will hold a place for the student as well as provide initial data for the campus about programming for our incoming 9th grade cohort. Throughout the 2nd semester, students will have experiential opportunities that are relative to their pathway. Students will make final determinations prior to Spring Break for their desired pathway. Students are eligible to change their selection at any time during this process by submitting a written request that details their current program, desired change and rationale for the change. Upon receipt of the request, our Academic Counseling team will conduct a meeting with campus leadership, student and family to discuss the request and make a final determination. This process will also be viable for students already in high school who wish to change their pathway, with the additional step of a credit review to ensure that any shifts will not affect the student's graduation date and requirements. However, given the nature of our pathways and scheduling, most students should find little issue if they desire to shift their pathway during High School. For example, any student can be eligible to take AP courses so this pathway will not be negatively affected. For pathway 2, many of the Entrepreneurship programming will take place during our Flex Friday schedule and so it will not affect Core Coursework and students will simply shift into our Community Service requirement in place of the Business Incubator programming. Our third pathway consists of students engaging in focus areas based on core and elective coursework. During our initial planning meetings with students, all will be required to select an endorsement area that is of most interest for them and their future aspirations. Students will be guided to ensure that they take courses within that category regardless of their initial pathway selection. This gives students freedom to make seamless shifts, while maintaining our goal of having 100% of students graduate with at least a Distinguished Level of Achievement diploma.

For students who do not attend our campus during middle school, or enroll in high school after their 9th grade, we will create viable supports to ensure their success. These supports may include, but are not limited to, a set of prerequisite courses, additional support from our SEL and Academic Counseling Team, Peer mentor/buddy, quarterly progress review, amended pathway requirements based on situation, extended day coursework, etc. Please see a chart with course options for each pathway as a part of Attachment 26 (pp 401-415).

Special Populations Supports: Our model will be built to support all exceptional learners. We will create a comprehensive process for identifying students which includes, but is not limited to, acquiring any previous documentation, consistent student data analysis related to growth and achievement, personality and behavioral traits, consistent communication with parents and families and working with network partners, such as AIM, to provide testing and analysis by industry professionals alongside our campus staff. All staff will be consistently trained in techniques to support students with disabilities, students with dyslexia, English Language Learners, Gifted and Talented, etc. Our first line of support will be staffing. In our Middle School model, we will ensure that all grade level state tested courses have a lead and co-teacher dedicated to their classes. These teachers will also have a rotating lead SPED/ELL staff assigned to assist with planning and co-teaching with staff on a weekly basis. These teachers will be state certified in their specific concentration. For example, an 8th grade cohort could have 3 teachers in one of their core classes at any given time Monday-Thursday, including one state certified teacher in the core content and one teacher state certified in either SPED or ELL.

This approach will assist in determining the needs of exceptional learners in tandem with any specific needs addressed in student IEPs. We will conduct weekly professional development to share and spotlight best practices for exceptional learners and monitor these initiatives finding opportunities to celebrate staff who consistently show excellence in supporting our students. We will also incorporate opportunities for collaborative design with members of our lead team and exceptional learning experts participating in weekly planning and PLCs to support staff. Our model is inherently built to foster student independence in their education. Our focus on student agency and advocacy will build confidence and valuable insight in our students to advocate for their needs daily. By giving students a voice in their learning process we can more clearly identify needs and create structures that breed success. This can look like students having check-ins with our SEL team to discuss services and how we can improve or adapt them, students consistently sitting in on IEP meetings and having a clear platform to express their needs.

Our next step will be to ensure that any curricula selected provides clear and research-based accommodations for Students with Disabilities, Dyslexia, English Language Learners, Gifted and Talented and any other SPED considerations. We will work directly with these providers to tailor their products and services to our students' needs. Additionally, we will ensure that any specific training, consultations and resources are made available to staff on a regular basis. (see budget line 87)

Overall, we will follow the Individuals with Disabilities Education Act (IDEA) process of providing "specially designed instruction" for all exceptional learners. This is defined as: adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—(i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of

the public agency that apply to all children. [§300.39(b)(3)].²⁷ We will determine students' needs and from there determine if students may need to have "the what" or "the how" they are instructed accommodated and create an IEP in conjunction with SPED/ELL teams, Instructional Leaders, Campus Leadership, SEL teams, families and students. These accommodations and/or modifications can be considered in multiple categories such as scheduling, setting, materials, instruction, student response, etc. These accommodations can extend to in or out of class instructions, electives, enrichment, assessments, etc. These decisions will also have a direct impact on any related services, supplementary aids, services, program modifications and staffing models. Special populations and all specific protocols are discussed in greater detail in the Special Populations section.

Next, we will focus on a needs-based innovation approach. We will conduct frequent data reviews to determine the success of our programs and adapt and adjust programming to ensure that we are meeting the needs of our students. Our budget will allocate funds to provide additional support, resources and training for staff to ensure that we are able to meet the needs of all students. (see budget lines 87 and 110) This can manifest as a mid-year review of data that highlights a need to create more supports for English Language Learners as it relates to phonetic acquisition which sparks a need to send a group of teachers to an upcoming external professional development to acquire best practices that they can return and share with the entire staff to supplement and support their planning processes. Additionally, we will allocate funds in ways that are beneficial to our exceptional learners this includes staffing models, resources, classroom set ups, etc. Finally, we will focus on being intentional as it relates to our staffing model and accountability standards that we uphold for our staff. We will hire individuals with skill sets and create coaching and accountability measures that hold them accountable to school wide standards.

As an additional support we will look to employ co-teachers. (See financial workbook, personnel tab, line 30) These co-teacher positions will act as hourly positions. These co-teachers will act as in class support to work with small groups and individual students in need of differentiation and intervention. These co-teachers will also receive all the necessary training to support exceptional learners alongside lead teachers. Additionally, these co-teachers will fill in to support traditional teacher duties such as morning entry, transitions, electives and dismissal to allow teachers to have extended planning and set up time. Additionally, all curricula will be reviewed for access for English Language Learners with the support of our Special Populations Team. We will also seek out supplements and resources in ELL student's native language to ensure that they can make connections to push growth and achievement.

Instructional Methods and Strategies: When considering instructional methods and strategies most beneficial for our staff and student populations we will implement the following norms. **Professional Development** will be a weekly occurrence at JPA. Our weekly Flex Friday scheduling will allow staff to receive extended development and

²⁷ <https://www.parentcenterhub.org/accommodations/>

planning time with our Friday early student release which allows for staff to participate in PD from 2:00-4:30 each Friday afternoon. These trainings are discussed in further detail in the Professional Development and Evaluation section of the application. **Cooperative Learning** will see staff work to consistently give students opportunities to develop skill levels whether in whole or small group activities. By creating an environment for students to share thoughts, ideas and philosophies students can gain self-confidence and polish their perspective in environments that foster critical thinking and communication. **Inquiry-based Instruction** and discourse will be an inherent component of our learning processes. Our teachers will act as facilitators of learning and offer thought provoking prompts to push students to think outside of the box, challenge thinking and investigate new perspectives. **Differentiation** will be taught as a skill for all staff who will collaborate regularly to polish and implement this strategy. Staff will intentionally create plans that are personalized to address the needs of their classrooms. These accommodations will be considered for all learning levels whether remediation or extension is required to meet the needs of all students. **Visualization** as a companion of differentiation providing a real-world connection to learning standards will be an essential component of our focus. Whether using images, audio books, videos, classroom hands-on work, or field lessons we will work to make students' work real and practical. **Technology Integration** will be foundational and given our current reality it is more important than ever to ensure that students have a firm grasp on the use of technology and how to best utilize it for learning opportunities. Whether that be students having consistent access to laptops or tablets, creating multimedia presentations, online safety, reliable sources, etc. we must make sure that we educate them on the appropriate uses for the technology. **Cross Curricular Project Based Learning** as mentioned previously we will use cross curricular learning opportunities which allow students to engage in high order thinking projects that will push students to the highest levels of Bloom's taxonomy. **Discourse** will be used in order to reach a level of criticality that is essential for students to truly developing skills. All teachers will receive training in the habits of discussion and be required to add discourse standards into their daily lesson plans. **Student Work Analysis** as a part of daily class work and teacher coaching sessions the analysis of student work samples will drive our learning. Whether it is a teacher displaying an exemplar or spotlighting a common misconception or a coach examining trends in student data, we will ground our work in what students are producing as a result of our instruction and create plans to improve strategies and techniques based on this data. **Close Reading, Annotation and Note Taking** are essential skills for literary analysis and so anytime we discuss a literacy-based course of action it is important to use proven techniques for reading comprehension. With this we will incorporate a campus wide system that promotes Close Reading and utilizes a uniform method for annotation and note taking that will follow students through high school. **Structured Literacy** is a technique that is especially beneficial for students with Dyslexia. It explicitly teaches students word identification and decoding strategies.

JPA will also focus on multiple classroom strategies that will work to improve student outcomes, maximize instructional time and work to improve teachers' abilities to provide

personalized support for students at diverse learning levels. These strategies include Aggressive Monitoring, Modeling, Check for Understanding, At Bats, Middle and Exit Tickets, Real-Time Feedback, Student Exemplar Work Sample Models, Effective Questioning, Leading Student Discourse, Assessment Strategies, Gradual Release, Layering Text, Student Identity Exploration, Criticality, Teaching the Language of Writing, Mentor Texts for Writing, Current Event, strategic grouping, Read Alouds, Goal Setting, Graphic Organizers, Targeted Feedback, Guest Speakers and Hands On Learning. Each of these strategies creates opportunities for teachers to provide differentiated and personalized instruction for students at multiple learning levels. All staff will receive regular development and coaching on these skills to ensure constant growth which in turn will lead to greater student outcomes.

Social and Emotional Learning: Our campus will use a hybrid initiative for Behavior Management and Social Emotional support. We will focus on a system of restorative trauma informed care. This system will be based in Positive Behavioral Intervention and Supports (PBIS) and The Collaborative for Academic, Social and Emotional Learning (CASEL). PBIS consist of a system based in 3 Tiers: (1) Practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school wide. (2) Practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.²⁸ (3) Students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's needs.²⁹

The Collaborative for Academic, Social and Emotional Learning (CASEL) states that adopting an evidence based SEL program is one of the key strategies for providing consistent SEL opportunities for all students.³⁰ Using the CASEL framework we will build our SEL programming within the foundation of our campus culture. The framework is based in the philosophies of (1) Self-Awareness, (2) Self-Management, (3) Social Awareness, (4) Relationship Skills, and (5) Responsible Decision Making. Students will participate in daily SEL education, goal setting and reflection based on these concepts. This education will take place during Morning Meetings and Friday SEL learning time. These lessons will be based on a research based SEL curriculum created for grades 5-12 by the Executive Director in tandem with a group of counselors during the 2016-17 school year as part of an Action Learning Project. The curriculum is based on the foundations of the CASEL Framework and has been adapted in conjunction with campus staff over the last 3 school years to fit the needs of the current student populations as well as with more research that has taken place in the subsequent school years to revise the curriculum for effectiveness. The curriculum involves daily Morning Meeting focuses that are appropriate

²⁸ <https://www.communityisd.org/domain/1064>

²⁹ <https://www.pbis.org/>

³⁰ <https://www.gettingsmart.com/2020/05/data-driven-sel-how-it-can-help-meet-your-students-needs/>

for specific grade levels. For example, students may have a daily discussion prompt displayed as they enter their homeroom for breakfast that states "Think about a time when you successfully dealt with a difficult emotion. What was the emotion and how did you handle it?" Students would then engage in a discussion about emotional regulation and share coping skills. The discussion will culminate with students having curated a list of coping mechanisms that they can use if they experience an emotional trauma.

Students will also have curated SEL classes based on data gathered through Kickboard (see budget line 104). This class could be created for whole cohorts or differentiated for small groups. For example, if we discover an uptick in student dating issues, we can create programming to discuss this issue among the entire campus or if we see an increase in inappropriate language in 8th grade, we can create programming to address this with that specific cohort of students during our Friday SEL block. Finally, students will receive a 15-minute daily self-care break Monday-Thursday, where they are free to take a mental break in order to return to their highest level of executive function during this period of the day. Middle School Students will also receive a 30-minute recess period Monday-Thursday to give them an opportunity to relieve stress and decompress from the rigorous workload they will participate in daily. High School Students will have the autonomy to construct their schedule with flex periods that can be used for study hall, independent reading time or to pursue specific interests that give them a sense of release during their day. (See Attachment 26, pp 401-415) For example, a student who enjoys art or exercise can take a course in the concentration that most interests them. A High School student who enjoys giving back could use this period to tutor a student struggling in a subject are the high school student excels in. In giving older students agency in what self-care looks like for them we can further increase their ability to make better decisions as they grow older. Starting with this approach will ensure that students are in position to "Maslow before they Bloom."

Simply stated we must ensure that students are at the highest levels of their executive functions before we can expect them to participate in high level and rigorous academic activities. In using this tool to prioritize student mental health and wellness we can create an environment that thinks SEL first and truly addresses the issues head on. This fact is increasingly important given the current level of stress and anxiety that our students will be feeling given our current circumstance with the COVID 19 Pandemic.

Curriculum Evaluation and Revision Process: Each of the specific components outlined above will consistently be reviewed and analyzed by school leaders and board members to ensure effectiveness. School leaders will have weekly tactical meetings to review student data (behavioral, cultural, academic and social) to ensure that the programs are having the desired effect and are on track to reach goals. During these meetings, leaders will analyze and adjust plans based on data-based realities. For example, if we notice a dip in performance in SPED students in a specific class, we can adjust SPED staff scheduling to provide planning support, co-teach the class and create PD materials to address the deficit with staff during our Friday PD sessions. Another example could be

related to deficits that we see in a selected curriculum. After discovering this deficit, we can create supplements to enhance the curriculum in the interim while researching potential enhancements or replacement for the curriculum in the long term. These findings will be reported to the board in stakeholder newsletters that are sent out monthly and addressed at a deeper level during scheduled board meetings which will take place quarterly. These meetings will allot time for the board to address any concerns and work in committees to provide oversight on any issues that arise.

During these interactions, the Executive Director will outline any plans related to major shifts in curriculum, resources, staffing, etc. Any shifts that occur would be based on student data, any shifts in state standards, current advances that make the curriculum obsolete, staff input and instructional lead team analysis. For example, the recent shift in TEKS ELA standards could cause our staff to reevaluate our current ELA curriculum to ensure that it still meets the needs of students to reach mastery. Through conducting a thorough evaluation of the curriculum and related materials the Instructional Lead team would make their proposal to replace the current curriculum with one that more closely addresses the shifts in standards. Upon review the Principal would contact the Executive Director to inform him of the newly discovered deficit. From there the ED would create a task force which would include campus leadership, instructional leadership, SPED/ELL specialists and teachers to research viable options. Once they have narrowed down options these options will be presented to the ED and principal for review. Pilot sessions may also be utilized with live student groups to determine which curriculum is best for the specific student population at the campus to finalize any outstanding decisions. The final step would be to present the plan for replacement to the board. These plans will include any financial or other significant impact that the campus may incur to receive board input and approval for the outlined shifts.

Strategies for Assessment of Learning and Data-Driven Instruction

This section will outline our campus plan to assess and track the academic performance of students, student cohorts and our campus overall. Campus leadership will play an important role in assessment and progress monitoring. The Executive Director (Superintendent) will be responsible for planning, implementing, collecting and analyzing data and reporting results to all stakeholders. Operations Manager will be responsible for creating assessment schedules, ordering all needed supplies (see budget line 105) and ensuring that all operations staff have modified responsibilities to accommodate for the testing environment. Instructional Staff, which includes the Campus Principal, Instructional Coaches and Grade Level Leads, will work with the ED on all aspects of assessment and support teaching staff in implementation and analysis of assessment data.

Measuring and Evaluating Student's Academic Progress- All assessments at our campus will be used to identify academic needs and patterns to create proactive plans to

ensure that students are learning and growing in skills and competencies in line with our campus and state aligned goals. All assessments will be based in State Standards for each subject and grade level. Each curriculum chosen will be grounded in or have detailed crosswalks to the TEKS and our Professional Development will further instruct staff to use TEKS as a baseline for all assessments whether formal or informal. We will conduct frequent assessments that use released state tests or state assessment question stems and are backwards planned from State Tests/Standards and STAAR style questioning strategies in the creation of baseline, formative, interim and summative assessments. We will use these assessments to set personalized and campus wide goals, both short and long term. We will start each year with a review of the previous year's State testing scores to personalize initial goals for students in their beginning of the year meetings with Academic Counselors. This data will be formally revisited quarterly, and we will use each assessment to evaluate student progress towards short- and long-term goals in the interim. The following assessments have been selected based on their alignment with our campus vision for student agency and their diverse nature in gaining perspective on student progress. These assessments span the spectrum of Bloom's Taxonomy and ensure that we get a full spectrum of the range of students' learning. Each of these categories will be used in both Middle and High School, with the caveat that the use of portfolios will be limited at the Middle School level and more prominent in High School. We will use the following assessments routinely at our campus to gain this valuable data as it relates to student achievement: **Do Nows, Middle and Exit Tickets**. These will be daily assessments created and implemented at the classroom level. These assessments will often be teacher created and act as a barometer for instructional staff to modify and differentiate learning for students. In addition to the traditional Exit Ticket format which provides an end of class assessment, our teachers may also implement Middle Tickets which are a mid-class assessment used to evaluate student mastery before students are released for independent practice. This assessment allows teachers to better determine students who may need remediation of a skill versus those who are ready for extension. Do Now activities can also be used to gauge students' access points into the lesson and guide who the material is taught to during the session. **Accelerated Reader**. This computer-based program is used to monitor students' reading proficiency and comprehension. We will use this system to track students' reading levels, proficiency and overall word counts read throughout the year. We will set personalized goals for students with the overall goal of Middle School students reading one million words per year with a comprehension score rate of 85% or higher. High School students will have a goal of reading 2 million words per year with a comprehension rate of 85% or higher. We will also use the Renaissance Learning STAR Testing program to provide baseline, midterm and end of the year growth in both reading and math for use in the overall data analysis process. (see budget line 105) **Weekly Quizzes**. Our Friday schedule will include a weekly assessment for an assigned core course that coincides with a state STAAR test that students at their specific grade level will take during that year. For example, 8th grade students would have a total of 4 weekly quizzes during a month. These quizzes would

rotate on a preset schedule and mimic STAAR aligned questions based on content learned during the period between exams. (Week 1- reading, Week 2- math, Week 3- Social Studies, Week 4- Science). These assessments will be created from STAAR Released Tests to give clear data points as it relates to students' progress towards mastering standards and question stems that they will experience on State Tests at the end of the year. Using these tests can give us clear and useful data for planning and reteaching of standards throughout the year. **Projects.** Students will also participate in frequent projects that will consist of cross-curricular content based on what they may be learning in elective and core courses. These projects will be graded based on a detailed rubric that is created in collaboration between the teachers responsible for the content and assignment. These projects will be used to assess students at the higher levels of Bloom's Taxonomy such as analysis, evaluation and creation. Please see the Flint Water Crisis example mentioned previously. This research would culminate in a cross-curricular project/paper/presentation rated on a rubric created in collaboration with the four core content instructors to evaluate each component for grades in their subject. **Portfolios.** Students will be regularly involved in design thinking and service projects. For these opportunities, students will work with our advisory team to create portfolios of their work. These portfolios will be evaluated using a preset rubric system that determines participation, impact and quality. This rubric system would be created in collaboration with the lead instructional staff and any industry experts used as advisors for the project to ensure that we are meeting both academic and industry standards as it relates to the work that students are doing in our workshops. **Interim Assessments-** We will conduct quarterly standards-based assessments aligned to STAAR. These tests will be created internally and use previously released STAAR materials to ensure alignment to end of the year assessments that students will take based on their specific grade level requirements. The data from these assessments will be analyzed and used to create instructional plans and adjust implementation of any of the above-mentioned assessments. **TELPAS-** This federally mandated assessment to evaluate the progress of English Language Learners will be conducted yearly to inform parents of progress, determine internal teaching practices and resource acquisition, and to relay performance data to the Board and other stakeholders. **STAAR-** These annual state tests will be a summative measure of our students' academic readiness and will inform our overall instructional practices and success of the program. **Assessment Schedule-** Our assessment schedule will be set and based on specific grade level needs. For example, our weekly assessments will be based on grade level specific testing qualifications and rotate as needed. Our interim assessments will be conducted quarterly in September, December, and February, with a STAAR practice test administered in March, prior to students taking the actual STAAR assessments (See Attachment 25, pp 399-400).

Data Collection and Analysis: Data Driven Instruction will be at the heart of all we do. Teachers and leaders will be proactive with data and have multiple venues in which to use it in planning and instruction. Teachers will be responsible for maintaining PowerSchool Gradebooks and updates each week. These Gradebooks will be monitored by Instructional Leaders and used as a part of the coaching cycle discussions. Additionally, teachers will

maintain a Google Spreadsheet containing students data points related to baseline, formative, interim and summative assessments. These spreadsheets will also include personal and campus goals and have an allowance to segregate data to address trends, assumptions and realizations. This allowance will be a baseline for coaching conversations, planning, evaluation and support that may be needed to enhance the learning environment at the campus or individual classroom level.

Coaches will use multiple strategies to analyze data. For example, coaches will conduct observations and use in class student work and data to discuss and refine instructional practices. Teachers will conduct Student Work Analysis sessions with coaches to analyze overall student performance and any misconceptions or instructional shortcomings that may have led to the error on the students' part. For more formal assessments teachers will conduct a full analysis based on standards to better understand any trends that may exist in student learning or non-mastery of standards. These analyses will be used to plan or revise future instruction whether whole group, small group, individual or intervention.

Additionally, daily and weekly data from classwork and quizzes will be used during the coaching cycle to determine students' progress and plan for upcoming instruction and assessment. These coaching cycles will be determined by our instructional lead team based on teacher experience, data, upcoming milestones, etc. The cycle will range from weekly to bi-weekly for teachers based on the criteria. During these meetings coaches will use the Weekly Data Meeting format as laid out by the Relay Graduate School of Education. Prior to this meeting, the coach will give the teacher pre work which examines and analyzes data for a specific assessment or classroom assignment based on the standards assessed. Teachers will complete a reflection and submit it to their coach in advance. The coach will complete the same exercise to drive the conversation during the debrief and to ensure that the teacher gets to the root of the misconception that students may have experienced during the assessment. During the meeting, the coach will lead the teacher through the See It, Name It, Do It protocol using their exemplar as a guide to push the conversation and get the teacher to envision the highest leverage shift to ensure that students get to mastery. Also, during this meeting the coach may frequently employ strategies such as video of exemplar teachers, use of exemplar models or text to drive the teacher's thinking. Each of these meetings will also include guided work time with teacher and coach to create revised and exemplar reteach plans and the scheduling of a follow up observation by the coach to see the reteach conducted for further on the spot coaching based in the conversations during the Weekly Data Meeting.

This practice, along with the use of elective courses, interim assessment and project data will occur during all weekly PLCs. Collaborative work time, also led by instructional coaches, will determine trends and focus areas that can communicate the path forward to student success. These PLCs will act as an opportunity to review campus wide trends and knowledge gaps that must be addressed. For example, our campus ELA team may notice a trend of students lacking knowledge in determining primary sources in research—a skill that is essential to success in 8th grade and high school. Seeing this

trend, the group can work together to backwards plan and ensure that 5th-7th graders are receiving the necessary building blocks to acquire the skill prior to reaching the 8th grade. Additionally, 8th grade and high school teachers can create an accelerated plan to teach these skills in real time and spiral them into daily instruction where appropriate. These sessions will also incorporate Accelerated Reader and TELPAS data that will determine intervention and tutoring practices as well as the specific programming needed for our student populations.

In training our staff, we will create consistent professional development that relates to the use of data in planning daily assignments, long term plans, assessments, differentiation, needs of exceptional learners and innovative instructional practices that are inclusive of all students. This concept could take the shape of a Friday PD session on using Project Based Learning to increase conceptual knowledge or application of a skill or infusing literacy and discourse into all courses to ensure students depth of knowledge. Each teacher will work directly with an instructional leader to analyze this data, breaking down skills, standards and approach to determine any further instructional needs or supports for students. Leaders will use this data to inform both short- and long-term decisions on instruction and staffing, and they will conduct weekly tactical meetings to discuss trends in data and instruction. These meetings will spotlight trends in coaching and data that has surfaced or persisted during the previous weeks and will give leaders an opportunity to brainstorm and plan to address concerns at a staff and student level. These meetings will also allow for the presentation of potential solutions and resources that can act as a solution in a space where topics such as budget, staffing, scheduling and logistics can be openly discussed, and formal decisions can be made. For example, if coaches are noticing a trend in 6th grade classes related to a lapse in SPED support for a specific cohort of students. Leaders can discuss the possibility and financial implications of hiring an additional SPED support person and create a proposal with a budget to hire the additional staff. Leaders will also use this data to inform the Board of Directors of any additional hires, purchases, needs and progress towards campus goals that are being affected.

Identifying and Meeting Students' Learning Needs: As discussed in this section, our campus will use assessment data to determine the academic needs of our students. This data in conjunction with other relevant data will inform student services and their frequency, which may include push in, pull out supports, intervention services, tutoring, SPED and ELL supports and accommodations, SEL services, small group instruction, differentiation, etc. This data will also inform outside tools, resources and services that may be provided for students on a yearly basis.

Identification Process: All entering students will have previous academic progress reviewed to determine the best path moving forward. This evaluation will be conducted by our academic counselors, SEL team and Special Populations team. This team will evaluate students' data as it relates to individual core course work, any standardized test results, SPED/ELL evaluations, behaviors that may have impacted performance and any specific steps that were taken to improve academic performance if applicable.

After this review students will be assigned an Academic Counselor who can most closely benefit their growth moving forward. For example, students who are significantly below grade level or have been assigned an IEP previously will be assigned to work with our academic counselor who specializes in intervention and special populations. These counselors will be responsible for creating a plan that is personalized for each student to ensure success in their determined area of growth while enriching them in strength areas. For example, a student who is severely below grade level in reading but at or above grade level in math may receive extra elective coursework in ELA throughout the year, along with targeted tutoring and intervention in reading. This student may also be assigned elective coursework that coincides with their specific interest in math along with enrichment and design thinking opportunities that allow them to utilize their strength in order to build confidence in their abilities.

Additionally, any students who enter our campus with an assigned IEP will receive an automatic review of services to ensure that students have not been misidentified and are receiving the appropriate Multi-Tiered Support Services. This evaluation will include a complete review of any documentation along with a review of the student's academic data, an initial conversation with the student and his or her parents to get anecdotal data about their experience. Upon review, it will be determined if the ARD process needs to be revisited to revise the students support systems.

Strategies and Programs to Support Students: Given the reality that we will have a significant number of students who come to us below grade level in reading and math, our campus will employ some strategies across grade levels and content. For example, any grade level course that is tied to a state test will have a full-time co-teacher in the class. Additionally, all core teachers will have weekly planning sessions with content teams, Special Populations Team, SEL teams and grade level teams. In these planning sessions all staff will share best practices, strategies and data to ensure that all students are receiving the appropriate support. Additionally, all Special Populations teachers will be considered lead teachers and conduct weekly instruction sessions working especially with classes with a significant number of Exceptional Learners or students below grade level. Our main goal is to ensure that all students have access to preventative measures, enrichment opportunities and intervention that is specific to their personal needs. From there we will focus on Multi-Tiered System of Support which will include but not be limited to (1) Curriculum Design, (2) Professional Development, (3) Positive Behavior Intervention and Support, (4) Response to Intervention, (5) Collaboration, (6) Parent Engagement and Action, (7) School and Community Collaboration, (8) Postsecondary Goals, (9) Data Driven Decisions, (10) SEL Programming, (11) Critical Thinking and Problem-Solving Focuses, etc. JPA's focus on student agency will also work to provide better services for our students because students will have a consistent voice in expressing their needs. We will work with our Academic Counselors and SEL teams to empower students to be advocates for themselves as to the supports that are working and those that should be revisited. By giving students this power of advocacy and a seat at the table we can avoid missteps in

the identification process and application of supports. Additionally, we will use this MTSS process to gather data on student needs. If students are shown to need additional support outside of our initial MTSS programming these students can potentially be recommended for SPED evaluations which provide further support for them to achieve.

Progress Monitoring and Program Revision Process: Our staff will conduct weekly data reviews to keep a focus on student data. These reviews will happen at the class, grade and campus levels through coaching, PLC, instructional team, special populations and lead team meetings. These meetings will be a constant influence on planning and assessment throughout the year. For example, if we determine that students had issues with a specific standard during their bi-weekly math assessment, we will plan to reteach and spiral that skill into their instruction over the next two weeks and retest it during the next bi-weekly assessment to determine mastery level. If we find that there is a cohort of students that are still struggling with the standard, then those students will receive specific intervention sessions during the next week's tutoring and intervention sessions.

Students will also have extensive quarterly data reviews which include all SEL, Core Content, Special Populations (if applicable), parents and students to review progress and revise plans if needed. The weekly lead team tactical meeting will also act as an opportunity for campus leaders to discuss data and programming to make any necessary adjustments to programming, staffing, etc. At James Prep we will not stay static with systems that are not effective. We will be proactive and innovative in the ways we approach student wellness and academics. An example of this process can be consistent data that shows that students have a greater increase in data when a Special Populations teacher leads or co-teaches a specific class in reading. Our lead team in turn will adjust that teacher's schedule and responsibilities to run a test of that teacher following that class on a more consistent basis to determine if that adjustment causes an increase in data across the board. We can create a two-week window to gather data and then revisit the data to determine if it is wise to make this a permanent change and what financial and staffing concerns may be raised by this decision.

Supports for Special Populations

JPA will create intentional structures to provide services and equity for all Exceptional Learners in our community. Based on assumptions we can expect to have which is the closest campus in proximity to our proposed campus we can anticipate 88.3% of students to be Economically Disadvantaged, 15.6% English Language Learners, 11% Special Education, 71.4% At-Risk and 7.1% Gifted and Talented. In addition, approximately 8.2% of students will receive 504 services, 3.7% will receive Disciplinary Placements and 7% will have Dyslexia. Furthermore, we understand that our students will come to us with significant academic gaps that may compound the data presented above and so we will

need to be proactive in the approaches that we take to ensure supportive and equitable services for all Exceptional Learners.

Special Populations Overview: JPA's first line of defense as it relates to Special Populations will be its **proactive and multi-tiered approach to services for Exceptional Learners**. In this section we will provide an overview of our Special Populations plan which will be explained in greater detail in the subsequent sections. Our initial action will be to ensure that we have access to all students' records in a timely manner. This process will include **submitting Student Information Systems (SIS)/Public Education Information Management System (PEIMS) requests immediately** upon student registration through the **Texas Records Exchange (TReX)** system. If these requests are not fulfilled within 14 days, we will conduct in person campus visits to acquire records. Once student records have been acquired our SEL Team, Special Populations and Instructional Teams will conduct an **initial review of student records**. After this review our team will propose and offer comparable services immediately upon verification of special education status. We will then have 30 days to schedule the permanent placement ARD at which time the inherited IEP can be accepted as is or a new and updated plan can be proposed.

All students with documented SPED or ELL Services will have an initial meeting set with parents and students to discuss comparable services and schedule a 30-day permanent ARD for the student. If we choose not to hold the 30-day permanent ARD then we will follow the inherited IEP. This initial staff meeting process can also help create a balanced approach to student services that includes SEL supports and the implementation and training on instructional practices that will benefit SPED, ELL and all JPA students. We will also use this opportunity to gain perspective on students with severe academic gaps to determine if any services may be needed. These parents and students will also have an initial meeting to gain clarity on academic history and potential need for academic assistance for the student moving forward.

Our campus will hire Special Populations staff based on student demographic projections. We will use a ratio of **25:2 when considering the staff to Special Populations student ratio**. We will also reserve a portion of the staffing budget for additional staff acquisitions that we may need based on final enrollment numbers. When considering supports and services pertaining to Special Populations and Students with Disabilities our campus will take a targeted approach to create a plan that is equitable. That plan will include the following steps as outlined by the TEA: (1) Understanding students' needs and family's preferences especially as it relates to conditions and needs post COVID 19 shutdowns, (2) Analyzing organizational capacity and operational constraints, (3) Design for instructional quality, coherence and continuity, (4) Development and revision of the school model to meet community needs, (5) Address or revise district level considerations, and (6) Development of a plan to review, iterate and improve during each academic year.

JPA will strive to create a free, appropriate public education that provides the least restrictive environment for Exceptional Learners. We will use a system that allows students

to receive consistent support across content. All grade level State tested subjects will have a co-teacher permanently placed in the class to provide support for student learning. These teachers will be present for all sections each day of core instruction to ensure that two teachers are on hand to provide support for our students. These classes will also receive in class support from SPED and ELL specialists please reference our staffing model to see the allocations for these positions. These teachers will work together in the planning and PLC process to ensure that students' needs are addressed in the planning process. As much as possible, services will be provided on a push in basis, though students may be eligible for pull outs where deemed appropriate by the students ARD committee. We will provide multiple Professional Development opportunities for our SPED and ELL and Co-Teaching staff through outside resources such as Region 20 in San Antonio. Additionally, our SPED and ELL teams will provide weekly Professional Development for all staff on best practices to ensure students are receiving appropriate services within the classroom setting during our Flex Friday weekly teacher PD. Students will also receive intervention opportunities linked to their elective courses and Flex Friday schedules. (See Attachment 26, pp 401-415) All these strategies will be bolstered by our weekly data review and strategic planning.

Our SPED and ELL teams will meet weekly to plan with students within their caseload. These sessions will monitor strategies, supports, services and raw data from the previous week and will act as an opportunity to strengthen approaches to improve student success. Additionally, an instructional leader (Principal, AP or Instructional Coach), SPED Lead or ELL Specialist will join these meetings bi-weekly to provide coaching around the services to improve the analysis and processing of provided data. This leader will then use this data to create overarching systems, programs and funds to ensure that students are receiving effective supports and services. In addition to these weekly data sessions each quarter our SPED and ELL teams will review all student data and outlined IEP goals. These meetings will act as the quarterly IEP progress monitoring and determine if an ARD needs to be called to discuss student needs to ensure that all students have an appropriate plan moving forward. Students, Staff (Lead Team where appropriate) and Parents will also be a part of these conversations to provide a balanced and holistic approach to services.

During our research we have found that Gifted and Talented programs have been inherently biased against students of color. This bias is seen regardless of family income level. These programs have shown a tendency to exclude many students who would thrive in the programming. A UC Berkeley study found that white students from middle to upper income families were selected to G/T programs at a rate of 45% as compared to 20% for Black students from similar economic demographics. Additionally, white students from low-income families were selected at a rate of 14% as compared to just 4% for Black students from low-income families.³¹ In many cases, students who do not test well or have lost interest in classroom activities as a result of feeling unchallenged can be easily

³¹ <https://escholarship.org/content/qt247908gb/qt247908gb.pdf?nosplash=c41202f2ab2a40d77dbcdc65e393f998>

overlooked for the very programs that could help them succeed.³² With this in mind, JPA will take an innovative approach to what is traditionally considered Gifted and Talented programming. Our philosophy is that all students are Gifted and Talented in their own way. We will use our assessment process and our focus on Student Agency, Student Choice Electives, Design Thinking Programming and Enrichment Opportunities to create a universal Gifted and Talented program that allows all students to explore and develop their individual gifts and talents daily.

Special Education Supports and Services: JPA will use specific ideologies as a foundation for all SPED decisions. (1) All students can and will participate in high quality, rigorous instruction that is standards-based. (2) All students have unique needs and must have these needs met in order to be successful. It is our responsibility to determine these needs and provide the appropriate support for students. (3) All students should have an opportunity to succeed in the least restrictive environment possible. (4) All staffing decisions must be made to benefit and give priority to student needs based on evaluations, IEPs and state/federal statutes. (5) Budgetary considerations and flexibility should reflect the needs to analyze and refine SPED needs and services. (6) Parents and Students should be active participants in the process and give input as it relates to the student's services as appropriate.

Our work with any students with disabilities will begin with a regimented identification process conducted in tandem with our SPED, Instructional and SEL Teams. All evaluation and identification processes will begin by following TEA guidelines for Child Find and Evaluation from November 2019.³³ We will also ensure that we are in compliance with IDEA and Section 504 by providing all informative pamphlets to parents, keeping our website up to date with all Special Populations services and staff so that parents are aware of services, their options and how to contact staff as needed. Additionally, we will ensure that we follow all timeline considerations as defined by IDEA, including Notice of Procedural Safeguards under Section 504. The above stated team will analyze all information and involve the consultation of a school psychologist to ensure proper identification and rule out any other potential factors. These sessions will allow our team to provide data for licensed staff to make final determinations as to whether a student falls into a mild, moderate or severe category as it relates to SPED needs. This process will involve our SPED team reviewing any documentation from the students' previous campuses. After this review the team will conduct an initial interview with the student and his or her parents to discuss any services that the student has received in the past. This brief meeting will give our team a baseline as to what has worked in the past and what could potentially be used moving forward to ensure that the student is successful. The team will then involve the appropriate licensed staff to determine and finalize any actions moving forward. The reasoning here is to do a basic inventory to determine what is

³² <https://chicagopolicyreview.org/2017/04/21/analyzing-racial-bias-in-selecting-students-for-gifted-classes/>

³³ https://tea.texas.gov/sites/default/files/FINAL%20Child%20Find%20and%20Evaluation%20-%20complete_11.1.19_accessible-locked.pdf

appropriate and may need to be updated in a student's IEP. The SPED team will use these notes to provide immediate comparable services for students with verified SPED status and meet with the Instructional Team and SEL team to create a personalized plan through an ARD meeting for students as they move into their James Prep programming.

During the team meeting the SPED team will introduce the subsequent teams to the student and their specific identification and needs. The team will then discuss and plan supports for the student. At the Grade Level staff will discuss cohort placement, as it relates to scheduling and supports in conjunction with the SPED team and staff. From these meetings staff will create a rollout plan for each student at the ARD meeting. All students with IEPs will receive a permanent placement or a review ARD upon registration to ensure that their services reflect the JPA programming and provide the needed support for students to take advantage of the SEL programming and completely participate in the increased student agency opportunities that our campus offers. These initial meetings will also set goals for students that will be revisited on a quarterly basis to determine progress and evaluate services to ensure that they are the most appropriate for the student moving forward. Students and families will also be a part of our traditional quarterly meetings which will include goal review and course selection. During these meetings we can determine if we need to return to our ARD committee to adjust the student's IEP to create a space for all stakeholders to give input in the process.

Our team will create tiered services for students with mild, moderate and severe disabilities. These decisions will be made in compliance with the Individuals with Disabilities Education Act (IDEA) and the need for students to have a Free Appropriate Public Education (FAPE) and learn in the Least Restrictive Environment (LRE). Students with mild disabilities where appropriate, will spend 100% of their instructional time in conventional classroom settings. These students will receive all specific IEP services and any small group accommodations will be honored. For students with moderate disabilities the goal will be for students to spend 80% of instructional time in conventional classroom settings. This 80% will be supported by specially designed instruction by a SPED certified teacher. All of these services will also be supported by greater campus structures such as co-teachers in all grade level, state tested courses and additional weekly SPED training for all co-teachers to share and practice best practices that can be used daily with students. In considering students with severe disabilities, we will create a space for a self-contained classroom unit to serve students who may have more need for alternate curriculum and educational supports. This space would be maintained for students with disabilities such as severe Autism, Intellectual Disabilities, Multiple Disabilities or other severe learning or health impairments. These classrooms will be staffed at a student to staff ratio of 1:3.

As students transition into high school, we will continue the same support as it relates to examining students' IEPs, services and supports. We will add additional levels of support for students as they navigate their specific pathways to high school graduation, as well as transition services to support post-secondary goals. This may include a staff or student mentor/buddy that shadows students to provide support, increase SEL check ins to

determine student needs, increase parent communication, co-teachers in all AP courses, pull out services for students, accessible facilities and in field opportunities for students with disabilities, etc., job and career placement services, post-secondary monitoring and tutoring services. Creating these spaces for students will ensure that all AP courses in high school are co-taught by a SPED certified teacher and, therefore, accessible to all students. We will also include SPED staff as part of the planning and instructional process for all students who wish to access our Entrepreneurship pathway.

JPA will employ qualified staffing that will have the capacity to effectively support and serve the anticipated student population (See Attachment 23, pp 345-389). This will include protocols to add additional staffing based on enrollment of students in special populations. Please see the Talent Management section for a comprehensive description of these plans.

English Language Learners Supports and Services: JPA's process to determine the needs of ELL students in many ways has been modeled after the committee type approach that is used during the Language Proficiency Assessment Committee (LPAC). The LPAC is assembled to determine and designate students' language proficiency levels in accordance with standards provided by the state. This committee can also determine student achievement, instructional placement (with parent approval), facilitate student participation in other special programs and classify student's English language proficiency. Given our founder's background as an ELL coordinator he was able to gain many effective strategies and best practices for creating equitable spaces for Exceptional Learners that have carried over into his philosophies in creating the school model. When working with ELL students our processes will mirror the standards set forth for ELL students in the LPAC process.

This process will begin with our ELL coordinator attending training for the LPAC. We will outsource this training through Region 20 in San Antonio. From there our coordinator will assemble the LPAC committee. This committee will consist of a teacher (preferably with an ESL certification), a campus administrator (if this position is not filled by the coordinator), a parent representative, a SPED representative and a member of the SEL team. After assembling the committee, the coordinator will begin the process of reviewing any incoming documentation for students previously identified as ELLs. The coordinator will also review any **Home Language Surveys** submitted during the admissions process for students who have not been previously identified. Once this process is complete the coordinator will call a meeting of the LPAC committee to make decisions based on the documentation, data and feedback from those present for the meeting. The team reviews data for each student and makes determinations based on each committee member's input. These decisions will include each student's placement level in the program as well as any specific services that will accompany that placement.

Once the LPAC has made its placements, parents will receive notification of placement in written form and can approve or deny services. If parents have any questions or concerns

about these services, our ELL staff will have office hours available to all parents during the LPAC window to counsel parents on what these services include and support students both short- and long-term. Should parents approve services, ELL staff will immediately implement these services by either by having initial meetings with parents and students or having an initial meeting with parents and their student to discuss services.

Our campus will implement weekly training opportunities for our staff as it relates to ELL best practices and strategies. All lesson plans will have a section dedicated to ELL accommodations and instructional practices. For example, teachers may use visuals for any texts or vocabulary they introduce or implement some form of cooperative learning to support ELL students. These supports will further be supported by our co-teacher model. Our co-teacher will spend one planning session per week working with our ELL team to master strategies specifically for our ELL population that they can implement during class to provide specialized support. ELL specialists will also have weekly responsibilities to join PLC and teacher planning sessions to co-plan for the coming weeks lesson with ELL learning needs in mind. These structures are created specifically to provide ELL students accessibility to curriculum and any enrichment opportunities.

The LPAC committee will reconvene at the midyear, pre state testing and end of the year to reevaluate, revise and make determinations for either student reclassification or students' reclassifications with the goal of exiting 75% of students entering the program during the 5th grade prior to promotion to high school. These sessions will include the same committee members and the team will discuss relevant data and any progress that students may have made. During this session, the committee will also begin to examine any students who may be eligible to graduate from consideration for the program and create a plan related to their services through the remainder of the year and any consideration for state testing as accommodations used on state testing will prevent students from exiting the program at year's end. The committee lead will also conduct a process evaluation at the close of the year to determine the effectiveness of ELL programming and make any needed adjustments to the committee moving forward. Our staff will use several strategies to ensure equity for ELL students: (1) Culturally and Historically Responsive Literacy will involve students learning in context that is familiar to their own culture and history, so it will be relatable and contain language and terminology that is familiar and gives them insight into the context for learning. (2) Language learning will be cross-curricular, and all courses will embed language support into their instruction. (3) Students will participate in daily listening, writing and speaking activities across the curriculum with appropriate support. (4) Teachers will implement tools as resources for students such as word banks, sentence stems, peer tutors, increased wait time, picture, graphic organizers, etc. to support students in real time. (5) Differentiation using multiple strategies such as QSSSA (Question, Signal, Stem, Share and Assess) (6) Using a student's native language when necessary and appropriate. (7) Provide technology where appropriate to support students. For example, translator applications, language acquisition software, etc. All ELL students will also be a part of our quarterly academic

advisory and SEL programming to set goals and evaluate progress consistently throughout the school year and revise any services being provided with all stakeholders having input on the process. Any students who exit the program will also receive periodic considerations during quarterly meetings to ensure that they are continuing to progress as appropriate and to determine if further supports are needed.

Gifted and Talented Perspective: As previously mentioned through research we have discovered clear bias in traditional Gifted and Talented programs across the country. We intended to create a set of programs that is more equitable for all students regardless of race, identity, socioeconomic status, disability, etc. At JPA we believe that all students have the capacity to be gifted and talented and so we will create systems for all students to be assessed for GT and have the option to explore interests and express their gifts and talents with the support of staff and industry leaders.

If it is true that any student can be gifted and talented, then it is our job as educational leaders to expose all students to opportunities that will foster these gifts in a controlled and guided environment. This ideology fits in perfectly with our focus on student agency, design thinking and enrichment. For example, students will have an opportunity to self-select elective courses that mirror their specific interests. In doing this, students can begin to build on talents and receive specific coursework that pushes them to higher levels of Bloom's Taxonomy, as well as use practical application of learning that promotes higher order thinking. Additionally, students will have the opportunity to participate in design thinking opportunities whether involved in community service or entrepreneurial work. These workshops will allow students to apply deep thinking techniques, foster leadership skills, produce and create using skills that have been introduced and practiced in core classes and to work with industry leaders to develop skills and proficiency that will allow them to begin to explore future aspirations now. Again, this allows students to explore gifts and talents in a self-paced, self-directed course of work that creates opportunities for higher order thinking. Each of these opportunities will be supported by staff and outside network partners and informed by data gathered in conjunction with student success and student/family input to revisit and revise the process and programming.

Parent Communication and Support: The overall success of each of these initiatives will be dependent on our work with parents and families to support students on their individual pathways. In each of these paths our staff will maintain open communication with students and their families. Each member of our Special Populations Staff will have weekly office hours to set up and conduct meetings and communicate with families. All students will be assigned a specific staff member who is responsible for all family communications and our goal is to have at least one touch point bi-weekly with parents either written, virtual or in person. Parents will also be involved in quarterly conferences to review goals and student progress. These meetings can be held in person or virtually to accommodate parent needs. We will also provide translators for all meetings to ensure clear communication. One of our core values at JPA is community and so we are dedicated to not only keep parents informed about their students' progress, but we also strive to

ensure that we provide resources, knowledge and services to our parents. This can take the form of Speaker series, vendor services, referrals, books, texts, etc. These resources will be provided or referred by our specialists. We will work with community partners and networks to create a list of potential resources for families. For example, we can work with Region 20 to create a database of community partners such as Texas Project First Community Support, Center on Disability and Development Directory of Community Resources in Texas, Exceptional Kids Resource Guide for the Special Needs Community, the Parent Engagement Network or refer them for parent training services through the Region 20 offices. Additionally, we can utilize our partnerships with community partners such as the Carver Community Cultural Center to expand each student's access to extracurricular and enrichment opportunities that align with their specific gifts and talents.

School Culture and Safety

School Culture: JPA will maintain a culture that is aligned to our mission of an environment that is personalized for our students, based in literacy and intentional about fostering self-awareness and innovation. By establishing an environment where students hold high expectations of themselves, we can create a level of achievement that is unmatched. As adults we must be the models for all that we expect from our students. These standards will be embodied in our teachers' willingness to attend professional development designed to increase knowledge about creating culturally and historically relevant extensions of our campus curriculum, as well as design TEKS-based electives for core content classes that will act as practical extensions of student learning.

These ideals organically extend into our student population as we provide students with skill building opportunities that extend beyond the classroom much like the adults in the building. Students will have agency to make decisions that have a direct impact on their platforms, environments, styles and sequence of learning. Students will also have daily opportunities to discuss topics that relate closely to their realities in forums that provide them the space to have discourse with adults and their peers. In this environment all voices are heard, honored and respected as valuable to the community. We will accomplish this by sharing a set of core values that reflect our identity, the need to build strong relationships, develop emotional intelligence, foster agency and change overarching beliefs related to student behavior and needs. JPA's cultural vision was created as a result of community input and research of over 35 innovative school models from across the country. JPA considered these foundations when developing its vision and has anchored school culture in five intentional core values.

Five School Culture Core Values at S.H. James Preparatory Academy

Community: *Building Trust and Emotional Intelligence.* A study conducted by the American Psychological Association found "that students with higher emotional intelligence tended to get higher grades and better scores in tests than classmates whose

emotional intelligence was not so developed.”³⁴ In focusing on Social, Emotional Health and Wellness we must first build strong relationships amongst all stakeholders. Our initial course of action will be to work with our SEL Team to create an **intensive and encompassing training/team building program for staff**. In order to create the atmosphere with students we must be able to model the behaviors as adults. Additionally, this training will include book studies (Cultivating Genius, Courageous Conversations About Race, Solving Disproportionality and Achieving Equity, etc.), professional development and speaking series that give clear perspective of our student population, their culture, history and background. These trainings will encompass adult work in the realm of Emotional Intelligence (EI) which is made up of five components: (1) Self-Awareness, (2) Empathy, (3) Motivation, (4) Self-Regulation, and (5) Social Skills. People with these skills tend to have integrity and resilience, be honest, have high levels of commitment, can influence without positional authority and show positive emotional energy, these individuals have a large “trust radius”.³⁵

Beginning with a thorough adult training process related to issues such as privilege, implicit bias, authentic studies of history, personal why, de-escalation strategies, recognizing traumas and triggers, relationship building strategies, etc. We can create an environment prime for success in which our **adult leaders and staff become daily facilitators of SEL content** with students in a seamless manner. Through intentional lesson planning we can incorporate components of the EI competencies with novel study, such as the *7 Habits of Highly Effective Teens*, programming within enrichment opportunities and professional development through guest speakers or project-based learning at the student level.

Staff will be a part of conversations with young people based in researched and proven approaches allowing students to feel seen and heard. This will be manifested through systems created to be proactive in the process with students. For example, students will have **daily morning meetings** either as advisory cohorts or as a whole campus. These sessions will provide students with the opportunity to learn more about relevant topics and have discourse with each other about their own thoughts and concerns. These exercises are not only an opportunity for students to speak their mind, but an opportunity to hear others and gain a broader perspective of the world around them. These sessions will be further bolstered by our consistent use of data collected in our **Kickboard system to track and determine topics that may be relevant to social and emotional issues** that we see at our campus. For example, if we see an uptick in instances of bullying or youth dating concerns, we can cultivate proactive topics using text for discussion to curb and potentially prevent incidents that may cause greater harm to the community.

Additionally, we can address current events that students may see in the media or in their

³⁴ <https://www.forbes.com/sites/nickmorrison/2019/12/12/emotional-intelligence-translates-into-better-grades-for-students/?sh=2d6d86481c01>

³⁵ <https://www.cognitiveinstitute.org/get-smart-about-emotional-intelligence/>

community that they may not have a space to discuss at a level that brings them some clarity and accurate information on the topic. An example here could be related to the recent news cycles related to the George Floyd or Bre'Onna Taylor cases. In many cases students may receive information through less reliable sources and therefore have unclear opinions on the incidents that lead to further confusion and disconnection.

Consciousness: *Celebrating Race, Culture and Identity.* In the book *Cultivating Genius* by Dr. Gholdy Muhammad she states, "When we frame the stories of people of color as narratives steeped in pain or even smallness, this becomes the dominant or sole representation."³⁶ It is essential that we approach C/HRL through a lens of intersectionality. Our goal is to see each other for our authentic selves and learn from each other. The first step in this process is acting in opposition to the deficit mindsets traditionally connected to difference whether race, ethnicity, culture, gender, age, physical limitations or identity. These ideals are increasingly present in education with philosophies such as the "Achievement" or "Knowledge Gap" which are predominantly centered around students of color and low socio-economic status. An EdWeek text written by Dave Paunesku states "Focusing solely on achievement rather than opportunity can reinforce a deficit-oriented discourse that blames underserved students, families, and communities for disparities between their educational outcomes and those of their more privileged peers. It reveals the symptoms, but not the causes of inequitable attainment."³⁷

Honoring identity can alter negative discourse and lead to new perspectives for the community. By creating venues to experience traditions, practice cultural norms and ensure our physical space celebrates student identity through art, artifacts and print rich learning spaces we can amplify student consciousness. In short, students will interact with an environment that reflects them and speaks to their positive contributions to the world. As stated by Dr. Muhammad, it is important to approach this learning through pedagogies that "Seek to perpetuate and foster-to sustain- linguistic, literate, and cultural pluralism as a part of the democratic project of schooling."³⁸

Another aspect that can be spotlighted here is the ideal that as students learn more about the world around them and develop their own voice, they are better positioned to be functional members of the school community which allows them to take on leadership roles, such as those we will create for students in relation to our **Restorative Practices** and **Student Leadership Programs**. For example, students can earn positions as **Peer Mediators, Student Life Coaches, Circle Leaders**, etc. in our restorative practice programs. Students can also work as **Ambassadors** for our campus. These campus leaders can act as campus tour guides, captains in our service projects and have a voice in campus planning initiatives.

Innovation- *Service and Design Thinking.* Educator Steven Sutanro states that,

³⁶ *Cultivating Genius*, Dr. Gholdy Muhammad

³⁷ <https://www.edweek.org/ew/articles/2019/07/10/the-deficit-lens-of-the-achievement-gap.html>

³⁸ *Cultivating Genius*, Dr. Gholdy Muhammad

"Innovation in education is about more than just technology. It's about how you can use technology to empower students to become lifelong learners who are agents of change,"³⁹ A core element of our cultural vision relates to students having a broad understanding of their community, resources, history and current needs. Students will engage in community advocacy and activism alongside our staff, community leaders and mentors. Students at all grade levels will use our **Flex Friday** programming to participate in design thinking cohorts to conduct inquiry/project-based **community service and design thinking initiatives** in collaboration with campus instructors, industry leading professionals and community leaders towards solutions for relevant issues that they research. These projects can range from creating sustainable community gardens within local food deserts, researching the paucity of quality affordable housing options for their community, community recycling or beautification initiatives, etc. These projects are inspired by and will be built in conjunction with **NuVu Innovative School** (see budget line 110) based in Cambridge, MA. The school is a design thinking-based academy that currently has a worldwide network of 14 campuses working collaboratively to address real challenges using a practical application of knowledge and skills. The school also provides professional development for staff and leaders who will facilitate the work with students.

Joy: Authentic Love of Life and Learning. As an article published by Scholastic states, "We're responsible for creating an environment of support that allows children to develop their own ideas, express their feelings, take risks, make choices, and most of all, grow to be strong, thinking individuals."⁴⁰ All of our Core Values are dependent upon all stakeholders buying into our vision for learning. With this in mind, we will have a strong focus on Student Joy and Love of Learning. We will create systems and structures that are intentional in breeding joy that can be felt by all who enter our doors. As a lead team we will create staff and student incentives to motivate their daily work and celebrate them on a regular basis. We will use the **tiered system of incentives** for all stakeholders at our campus: Unearned and Unexpected, Unearned and Expected, Earned and Unexpected, Earned and Expected. Using this framework, we will create a system to provide consistent tokens of appreciation for our staff and students. This system could span from providing personalized snacks for staff to having a lead team member covering a teacher's duties to allow them to have an extended planning period.

For students, this philosophy will come to life in the form our daily **Self-Care Breaks**. Our daily academic schedules will contain a 15-minute period designed for students to take account for their own space and ability to be at their best executive function. During this time students may meditate, write, read, sit silently and reflect, or any other activity that helps them recharge to be at their best when they return to work. Another option for students is our **Recess** sessions that will take place each day on our Monday-Thursday core content schedules. For High School we will work with students to create schedules with free periods that can be used to pursue interests, have study hall or volunteer.

³⁹ <https://online.nwmissouri.edu/articles/education/innovation-matters-in-education.aspx>

⁴⁰ <https://www.scholastic.com/teachers/articles/teaching-content/teaching-children-love-learning/>

Additionally, we will implement a **Paycheck System** that will be used to incentivize students for positive behaviors. Within the system students will receive merits for specific positive behaviors as they move throughout their day. These merits will be accumulated over time in the form of specific dollar amounts. For example, a student may earn "\$1" for showing joy in the learning process or "\$5" for showing care to a classmate or staff member. These amounts will not be actual money but will act as currency for students on campus. With their "paycheck" students will be able to make purchases from our campus store, buy admission into various bid trips or personalized incentive events include guest speakers, time on the Game Truck, Field Lessons, etc.

Self-Expression: Student Agency. The New Teacher Project describes Student Agency as a core performance metric in assessing the success of an academic system.⁴¹ Our students will have **input on enrichment opportunities**. Whether it be guest speakers, field trips or rewards. We believe it is important to gain valuable feedback from our students. Additionally, students will be given an **opportunity to sit on design teams** that create new initiatives, systems and structures for the campus. This gives our student body exposure to the democratic processes that govern our work with them. It also gives our leadership team the opportunity to hear directly from the students that we serve to ensure that they are our priority. Another example of this agency will revolve around a student's **ability to self-select pathways and elective coursework** that reflects their needs.

Students will work with counselors to ensure that they are monitoring progress across disciplines and understand how their choices fit into a bigger picture. We will also create foundational structures for Exceptional Learners to take part in all portions of our culture. Each Exceptional Learner will have check-ins with our SEL Team to ensure they have access to opportunities and the full range of resources. Additionally, we will make additional staff available in spaces where Exceptional Learners may need support. This includes, core content, AP courses enrichment opportunities, and electives.

Through the process of providing holistic services for our students, we are committed to understanding each student's background and specific needs in order to best assist them on the road to success. This includes understanding how their experiences outside of school can affect them social, emotionally, behaviorally and academically. An article from the Crisis Prevention Institute states that "More than half of all young people have reported exposure to violence or abuse, and by the age of 16, more than two thirds will have experienced a potentially traumatic event. Adverse childhood experiences (ACES) can impact a child's cognitive abilities and impede their development, which limits their academic potential."⁴² Knowing this, we can also make the connection that often student behavior can be tied to their experience with ACES.

It is essential that we tailor our behavior management systems to act proactively. Our

⁴¹ https://tntp.org/assets/documents/TNTP_Core_Teaching_Rubric_2017-18.pdf

⁴² <https://www.crisisprevention.com/Blog/Trauma-Informed-Schools>

campus will create a system of restorative practices that first addresses the root causes of student behavior, assigns solutions and coping techniques, find positive behavior alternatives and is a means of advocacy for students. The National Child Traumatic Stress Network (NCTSN) has described four Rs that should be present in addressing ACES: (1) Realizing the effects of trauma and the pathways to recovery, (2) Recognizing the signs of trauma, (3) Responding with trauma informed approaches, and (4) Resisting re-traumatization by reducing triggers.⁴³ Using these philosophies as an anchor to a system of restorative practices we can create an environment where students feel safe and are able to navigate behavioral and academic challenges with support. For example, the restorative circle is a common component of restorative practices. Coupling this with the above stated ideals can help us to get to a deeper level of understanding as it relates to student behavior. This can be extended by giving students an opportunity to act as leaders once they have exhibited a consistent change in behavior. Working in tandem with our SEL Team we will use research-based systems with detailed crosswalks to ensure that the systems are married effectively.

Structures and Systems to Support School Culture- Staff and Leadership: We will begin our school year with a “Culture Camp” for teachers which acts as an introduction to the unique system that we will build at our campus. (See Attachment 24, pp 390-398)) This “camp” will take place during the first week of back-to-school professional development. It will involve team building activities, novel studies, guest/motivational speakers, PLC’s, SEL, Trauma-informed, Restorative Practice Trainings, Community walks and history lessons, schoolwide and classroom culture planning, etc. Teachers will also participate in weekly professional development throughout the year that informs best practices, reviews data and plans for student culture. We understand that the turnover rate was at 31% for teachers in the state of Texas in 2018.⁴⁴ To combat this, we plan to create an environment where our teachers feel appreciated and supported daily. This will be done by working with our teacher leaders to create a database that contains teacher likes, love languages, birthdays, milestones, etc. We will create a flex schedule that mirrors our students Flex Friday schedule which allows our staff to have additional time for planning or personal needs. Working with our network of community partners we will also work to provide free or low-cost access to mental health services, gym memberships, self-care and entertainment opportunities. **Students:** Our students will begin the year with “Culture Camp”. This camp will take place during the first week of school and in many ways mirror the development that the staff received as it relates to setting norms for culture. Students will participate in team building activities, text studies, have guest/motivational speakers, learn more about SEL, get lessons about cultural and community history and give input on campus culture for the year. During this time,

⁴³ <https://www.crisisprevention.com/Blog/Trauma-Informed-Schools>

⁴⁴ <https://www.houstonchronicle.com/news/houston-texas/houston/article/Teacher-turnover-remains-high-in-Texas-public-13908607.php#:~:text=The%20teacher%20turnover%20rate%20slipped,for%20high%2Dquality%20teachers%20gr>ows.

students will also meet with their counselors to plan elective course work and take assessments to determine specific programming. Additionally, students will work together to plan events and incentives for the year. Upon the launch of normal coursework students will participate in daily morning meetings with their advisory cohorts and attend whole campus celebrations each Friday to recap and celebrate the week's accomplishments. Students will have consistent check ins with advisors to discuss progress and areas of excitement/concern throughout the learning process. Another structure that will be built into our culture is the concept of self-care. We will make this happen by allowing students to have recess/meditation periods built into their schedules.

Families: Given our approach to culture we will need to provide knowledge, information and development for our parents. We will create a "Parent Culture Camp". This camp will mirror the camps for staff and students. We will make the process more convenient for parents with conflicting schedules by providing in person and online access to materials. We will also make staff available to hold in person sessions for parents who may need additional assistance or have outstanding questions. We will make these resources available in bi-lingual formats and accessible via mobile devices. All parents will be required to sign a contract that states that they are aware of the programming provided for students and that they are willing to be a part of the academic process with their students at JPA. We will hold frequent community events, parent nights, forums, guest speakers, seminars for parents to keep them informed and provide resources.

Approach to Student Behavior: JPA will use a restorative approach to discipline at our campus. We believe that punitive discipline measures are not an effective long-term solution for adjustments in student behavior. This is especially true for students of color who are disproportionately suspended and referred for Disciplinary Alternative Education Program (DEAP) and Juvenile Justice Alternative Education Program (JJAEP). According to the TEA report on Student and Discipline Actions by Group for the 2018-19 school year, Black students received Out of School suspensions at a rate of 14.52% of their total student ratio. This percentage is more than double any other racial category for the district, which is alarming when considering that Black students make up only 6.87% of the total student population used for the study. Students of two or more races were next at 6.59% followed by Latinx students at 6.30%. Additionally, Black and Latinx students were the only two race categories who showed data for DEAP referrals. Latinx students were the only group to have students referred for JJAEP.⁴⁵

Data shows that our exceptional learners also receive disproportionate punitive responses to behavior. Special Education students received Out of School suspensions and DEAP referrals at rates of 11.03% and 2.38%. For students facing economic disadvantages those rates were 7.22% and 1.77% and for At-Risk Students those rates were 8.2% and 2.11%.

⁴⁵https://rptsrvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&prev_htrefer=https%3A%2F%2Frptsrvr1.tea.texas.gov%2Fadhocrpt%2FDisciplinary_Data_Products%2FDAG_Summaries%2FDownload_DAG_District_Summaries.html&agg_level=DISTRICT&school_yr=19&report=01&report_type=html&_debug=0&_program=adhoc.DAG_dynamic_reports.sas&district=015907

⁴⁶ This data encapsulates the need for alternative approaches to behavior management for students that are researched based and Trauma-informed. Our campus will approach discipline from a restorative justice lens. We will not focus on punitive measures as it relates to behavior management. Instead, we will be proactive with student behavior by intentionally creating spaces for students to learn self-regulation, de-escalation and advocacy skills. We concurrently expect all adults to proactively address behaviors as they arise. At a minimum adults will (1) Redirect to correct behavior, (2) Intervene, (3) Gather Information, (4) Analyze, (5) Discuss the incident with the student and give an opportunity to explain their actions, reasoning and perceived/desired outcome, (6) Make a determination of assigned intervention or consequence according to the Student Code of Conduct, (7) Document the incident, (8) inform parents/guardians of incident and outcomes and (9) restore the student to ensure that they understand that they are not their mistake and build the potential learning opportunity for student.

All staff will be trained in modeling these behaviors and recognizing signs and triggers for student behavior. Our campus SEL Team will provide intervention for students and act as mediators for students and staff. We will implement a paycheck system that allows students to earn incentives and purchase prizes to celebrate positive behavior using platforms such as Kickboard to track data and analyze to create proactive measures to curb negative behaviors. We will also empower students to take the lead on behavior management by giving them voice in how behaviors are handled on campus as well as giving them an active role in the process through student life coaches and peer mediation positions. Our mission at JPA will be to "Defund Detention" so we will take the time and energy that is wasted on punitive responses to behavior to reassign and reinvest in our students' wellbeing to ensure that they have the resources needed to be successful while maintaining a high standard of self-discipline and self-respect. We expect our students to be responsible members of a community who feel comfortable being their authentic selves and have a strong sense of self-efficacy. We expect students to have a consistent sense of accountability and advocacy for themselves and others.

In order to adapt this system, we must create a clear approach to proactive student behavior management. At James Prep we will use a four-step process to ensure students are not over punished with punitive outcomes: (1) **Proactive Measures**- SEL Programming to address data-based trends on campus (Morning Meetings, Friday SEL Skill Building courses, one on ones, etc.), Culture Camp, Campus Culture Measures (Daily Goal Setting, Weekly Initiatives: Caught Doing Something Good, Core Value Awards, etc., Student Agency, Student Incentives, Paycheck System, Parent Engagement. (2) **Behavior Intervention**- SEL Team assignments (Counseling, Therapy, EL services), Restorative Practices (Restorative Circles, Peer Mediation, etc.), Trauma Informed Care/PBIS, Teacher

⁴⁶https://rptsrvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&prev_htrefer=https%3A%2F%2Frptsrvr1.tea.texas.gov%2Fadhocrpt%2FDisciplinary_Data_Products%2FDAG_Summaries%2FDownload_DAG_District_Summaries.html&agg_level=DISTRICT&school_yr=19&report=01&report_type=html&_debug=0&_program=adhoc.DAG_dynamic_reports.sas&district=015907

Managed discipline, Goal Setting, Parent Partnerships. (3) **On-Campus Measures-** Community Service, Campus Beautification, Formal Acknowledgement of mistake, Parent Shadows, Afterschool Skill Building Courses. (4) **Off Campus Measures-** Suspension, Expulsion, Virtual Learning will be connected to any assigned suspensions and all students will return to campus with increased supports that include a personalized plan for reentry to ensure that behaviors are not repeated. (See Attachment 8, pp 196-213)

All specific behaviors, assigned interventions, consequences, due process policies, considerations for student with disabilities, etc. can be found in detail in Attachment 8, pp 196-213.

Communicating the School's Discipline Policy: All stakeholders will be informed of the discipline policies through our student handbook. Teachers will receive a copy and have a session during "Culture Camp" to review the document, be trained on implementation, have an opportunity to practice and ask questions prior to rollout. Students and parents will receive and review the document as a part of orientation. The document will be produced in both English and Spanish versions to accommodate for all parents.

Dress Code Policy: JPA will not require a student uniform. The school will adapt a business casual dress code for students. We have selected this dress code to further the development of professional decorum that our students will need in the future. We also appreciate the opportunity to allow our students to have agency over their individuality and style. This dress code will be offset by themed dress days. These themed days will take place on Wednesdays and Fridays and will allow students to build culture and school spirit. For Example, students may have the option to wear JPA shirts and jeans on Wednesday or superhero shirts on Friday.

Safety and Security Plan: Our campus will employ measures to ensure safety for all. Our **Campus Safety Team** will use a **walkie talkie system** to keep connected and available to communicate about potential emergency or safety issues that may arise throughout the day. We will use systems such as **secure entry points** with electronic key cards for employees, a **double safety entry point** into our main lobby, and the use of the **Raptor System** at the main entry point to determine the validity of all visitors. Any additional entry points will be locked from the exterior and only accessible by staff with key cards.

Detailed reports will be held at our main entry for allowances to student pick up in accordance with clear protocols we will establish for emergency situations related to student pick up by relatives or noncustodial parents. We will implement and practice safety and active shooter drills in conjunction with local law enforcement. Further, we will have detailed plans for multi hazard Emergency operation plans, safety and security situations. These plans will be made public and posted in all classrooms and spaces where students and staff may be present. We will **conduct consistent drills** to practice these protocols with students and staff, document these drills and refine plans based on the results. We will also create a committee that is responsible for revisiting these protocols on a quarterly basis to ensure that they are still viable and effective. We will increase our

presence during entry and dismissal times to ensure that students are safe, and our campus is always secure. The principal and operations director will work in tandem to place staff at strategic points throughout the campus to maintain a well-organized transition of students on and off campus. At the end of year one the safety committee will reevaluate all safety protocol to determine any changes moving forward. These changes may include but may not be limited to exterior gates, exterior camera systems, etc.

Promotion and Graduation Requirements

JPA has created deliberate and intentional policies that drive our actions and choices in order to ensure that all students have the necessary social and academic foundations needed to not only be promoted or graduate, but to have bright and fulfilling futures. All decisions regarding promotion and retention will be made by the Academic Advancement Team. This team will consist of the Principal, Grade Level Lead Teacher, any appropriate Exceptional Learner Supports and the Academic Counselor. The team will consider students' academic achievement and proficiency in grade level coursework, with considerations for students' IEPs or decisions made by the ARD or LPAC committees.

Middle School Promotion Measures: All middle school students must maintain at least a 70% average across core content (ELA, math, Science, Social Studies) on their report card. This includes any content-based electives that students take throughout the year. Additionally, students in 5th and 8th grade must pass the grade appropriate STAAR tests in order to be promoted to the next grade. 5th- reading and mathematics, 8th- reading and mathematics as required by the Student Success Initiative (SSI). Students who do not pass will be required to conduct a meeting with the Academic Counselor and their parents to discuss a personalized plan for instruction and the testing sequences that will follow. During these sessions, the group will review data and discuss the strategies that will be used to support the student for retesting. **Attendance** will also have an impact on promotion as any students who attend less than 90% of the required school days during the year may be eligible for retention. These students will need to have an attendance review with our Academic Counselor to determine if the student will be promoted.

Our program will also provide additional support for **Exceptional Learners** to ensure that they have accessible routes to promotion in Middle School. This includes support provided through our co-teacher model and services provided for SPED and ELL students. Additionally, a SPED certified teacher will be present for any design thinking workshops to provide support for students. All requirements for programming will be considered in a student's IEP and discussed in detail at ARD and LPAC meetings.

Middle School Retention Policy: JPA will adopt a proactive approach to student success. Students will have quarterly **Academic Success Meetings** Grade Level Teams, Academic Counselors, any Exceptional Learner staff and Parents to review progress, grades and data.

Any student below the 70% will have a personalized plan created during these meetings that addresses any specific academic needs, any SEL needs and review any services that Exceptional Learners may be receiving. Should a student not meet the requirements for promotion the Academic Advancement Team will consider academic progress, grade level proficiency, teacher input, state test scores, campus-based tests, and the team's input on the student's ability to succeed at the next grade level with continued support.

Middle School Exit Standards: JPA students will be promoted from our Middle School with mastery of all TEKS standards encompassed in our 5-8 program with a 70% average. Students will also move on to graduate from our High School program with a set of **Graduate Aims** that give them clear access to success in college and are essential for their success in the future. These standards include, but are not limited to, self-awareness, consciousness, agency, leadership, and an entrepreneurial mindset. **Self-Awareness** will be an intentional goal that will be developed through our SEL Team programming. Our goal is to build students' abilities to self-manage behavior and advocate for support when required to maintain high behavioral standards needed to operate at executive functioning levels. Within this standard, students will develop accountability, communication, advocacy, empathy, self-care, collaboration, etc. **Consciousness** is a pillar of our campus's mission. In this standard, students will develop a strong sense of history and community that will build confidence and connection. We will intentionally implement this standard through our focus on Culturally and Historically Responsive Literacy. This emphasis will develop students' abilities in discourse, critical thinking, research, perspective, tolerance, communication, networking, etc. **Agency** will be an important standard for students to master as they transition into High School at James Prep. Given the increased choices within our secondary program, our secondary program students will need to have skills in data analysis, decision making, taking and implementing feedback, networking, communication, foresight, short- and long-term planning, goal setting, etc. **Leadership** is a standard that all students will embody though their approach may be personalized to their specific pathway and personal behavioral norms. We will build diverse leadership pathways that mirror the multifaceted student population that we will serve along with the varied learning styles that may exist amongst our students. At the core we will develop skills that include but are not limited to active listening, reliability, patience, team building, risk-taking, flexibility, ability to mentor, creativity, empathy, etc. **Entrepreneurism** is a core foundation of our school and will foster our students' entrepreneurial mindsets. This will be especially important as students may choose to pursue small business or start up programming as a part of our High School. These skills will be developed through elective courses, mentoring, design thinking/service opportunities and hands-on activities. This standard will develop skills such as curiosity, time management, design thinking, resilience, financial literacy, marketing, efficiency, iteration, etc.

High School Promotion and Graduation: JPA will create a program that gives students multiple pathways to success during High School. These pathways will be personalized

based on the student's future aspirations and interests. In creating these pathways, we will keep aligned with the Texas state standards for graduation. Students will be eligible for the Foundation High School Program if they earn 22 credits which includes 4 ELA courses, 3 Science Courses, 3 math Courses, 3 Social Studies Courses, 2 Language Courses, 5 electives, 1 PE, 1 Fine Arts and a demonstrated proficiency in Speech.

However, our campus will set a goal of having 85% of our students graduate with **Distinguished Level of Achievement diplomas**. This requires students to complete 26 credits which includes a fourth math and science credit and special endorsements in areas of interest. Students will have two options to gain these endorsements at our campus. These options will be selected from **Multi-Disciplinary Studies** as students will have a choice of taking a minimum of 4 **Advanced Placement** Courses or participating in **Career Programming** grounded in **Entrepreneurial Studies**. For option two students will take advance coursework in areas of interest, work with mentors, intern, conduct in field studies, design, workshop, iterate and pilot a small business or non-profit start up over the course of their 4 years at our campus with specified milestones for each year to track progress towards the Senior practicum which will work with students to secure backing for their startup. Students' overall portfolio will be considered as a part of the graduate requirements to receive the distinguished status.

Students will conduct quarterly check ins with our Academic and College Counselors to ensure that they are on track to earn their desired endorsements and review data to ensure that milestones and long-term goals are on track. Students will earn credits by passing a course with at least a C. Full year courses will be worth 1 full credit and semester courses will be worth a half credit. Students may also earn credits through assessment and through distance learning opportunities and approved institutions.

Our program will also provide additional support for **Exceptional Learners** in each assigned pathway. All AP courses will be co-taught by a SPED Certified Teacher to ensure access and equity for Exceptional Learners. Also, any Exceptional Learner working on the Startup Pathway will be assigned a SPED certified staff advisor to provide support throughout the creation, iteration and piloting process. Additionally, a SPED certified teacher will be present for any design thinking workshops to provide support for students. All requirements for programming will be considered in students IEP and discussed in detail at ARD and LPAC meetings.

Grade Point Averages will be calculated on a four-point scale (4-A, 3-B, 2-C, 1-D, 0-F). Students will need to maintain a 2.0 GPA throughout their High School Career. Any student with less than a 2.0 GPA will be considered to have **Academic Concern**, which affords students extra academic support which may include but is not limited to weekly goal setting and data review with Academic Counselors, tutoring, intervention, SEL Supports, etc. **Transcripts** will be maintained for all students' entire careers at James Prep. These transcripts will include all demographic information, courses taken, grades received with course weights, cumulative GPA, any AP courses and exams, standardized test scores,

any honors, significant enrichment opportunities and any distinguished endorsements earned. Additionally, the transcript will reflect any extra points students may earn for taking AP classes. This will work towards making students more competitive for college applications. **Electives** will be offered in a variety of genres. Students will have the ability to take at least 4 elective courses during their High School career. These offerings will span from core subject extension to specific career coursework and practicums. For example, a student on an Advance Placement pathway with an interest in STEAM may take elective courses in Forensic Science, Computer Science, Cyber Security, Engineering, etc. A student on the Startup pathway may take courses that relate to foundations of business and conceptual application of skill that will be used to strengthen and launch their concept. For example, a student starting a nonprofit that focuses on providing assistance and services to homeless families may study Business Management and Administration, Law, Human Services, Grant Writing, Public Policy, etc.

Post-Secondary Success: JPA's approach will ensure that students have an innovative approach to discovering their passion and a viable pathway to future success. It provides clear systems and supports for students to discuss and make appropriate decisions about long term goals. It provides students with a college and career readiness program that is TEKS-based and utilizes groundbreaking components such as our design thinking processes and in field learning opportunities as part of our entrepreneurship pathway, while also receiving AP credit through highly rigorous courses. Additionally, by focusing on our students receiving Distinguished Level of Achievement diplomas we can create an environment where we see an increased number of our students applying to and being accepted to Tier 1 colleges and universities. Students will not only have earned those endorsements, but they will also have a realistic stake in the process with the increased level of student agency and hands-on learning opportunities with industry leaders in specific fields that are of interest. Our campus will also create a **Post-Secondary Tracking** program to ensure that students continue to receive support to guide them through their next steps either on college campuses or launching and sustaining their small business or nonprofit or both depending on the student. This could take the shape of continued SEL support services, tutoring, course selection assistance, financial aid assistance, job placement service connection, sponsored entrance into local business and entrepreneur organizations, etc. These processes will be managed by our academic counselor.

At Risk Student Supports: Our campus support systems will be bolstered by our **Academic Concern** process and protocols. These processes will begin starting with students in 9th grade and follow students throughout their career at JPA. These services will act as a high school version of our Academic Success programming for middle school, with the addition of a graduation pathway evaluation and the assignment of mandatory tutoring and weekly progress reports to determine breakdowns in the academic process which will be discussed weekly with an academic counselor to revisit and revise any academic plans that may be in place. Any student who drops below a 2.0 GPA will be eligible for these services which may include, but are not limited to, intervention, tutoring,

peer partners, data tracking, weekly academic and SEL counseling, outside resources and services, goal setting, personal data analysis coaching, revised graduation plan, if applicable, etc. Additionally, our campus has several embedded elements that will assist students at risk academically. All five EOC courses mandatory for student graduation will have a **co-teacher** as a part of daily instruction. Our campus will use data gathered from 5th grade through our **Kickboard system** to have a deep understanding of personalized students' needs to access obstacles to learning and create plans that inform instruction. The **Academic Counseling Team** will work with students of concern 1:1 on a weekly basis to ensure that students are remaining on track for both short- and long-term goals. Additionally, James Prep's focus on **Culturally and Historically Responsive Literacy** will dramatically increase students' exposure to reading and literacy as all courses across content will incorporate literature, critical thinking and discourse into daily coursework. Students will also receive additional support as all AP and Entrepreneur project work will be supported by **SPED Teachers** who will co-teach courses and provide strategies, tools and resources that will work to support students even if they are not what would be considered traditional Exceptional Learners. For students in High School who experience need for intervention will consider credit recovery options such as Edgenuity.

Parent Communication: All promotion and graduation requirements will be published in our handbooks and available on our website. Any relevant promotion and graduation requirements will be referenced during quarterly parent meetings. Academic Counselors will create a one pager that can be explained and provided to parents to review before any student data is discussed. These standards will be used as a basis for all academic conversations to ensure that parents have a clear understanding of all requirements that their students have for promotion and graduation for Middle and High School.

Family and Community Engagement

Family and Community Engagement Overview: JPA will be a Community School. Our mission is to be an active and impactful part of the community, not simply exist within it. This extends into our Board with Cedric Fisher, who is an Eastside resident, as well as Dr. Milton Harris and Racquel Gilford, who actively work within the community through their nonprofit work. Additionally, we have interviewed countless families from our target zip code to elicit input on our model and vision (also discussed in detail in the Community Engagement section). Moving forward these processes will act as a foundation for our work. We believe that in order for our students to be successful our families must be as well. This process begins with frequent feedback from families. We will use several strategies to gather feedback about programming, as well as strategies to foster genuine parent and community involvement. These strategies are detailed below: (1) **Surveys.** We will have various surveys released to parents to garner feedback on programming throughout the year. These surveys can relate to upcoming elective, enrichment

opportunities, campus culture, staffing feedback, trip choices, overall satisfaction, topics determined by the lead team during tactical meetings, outside service needs, community service options, etc. These surveys can be administered virtually or in hard copy and in English and Spanish. In our beginning of the year survey one question will be directed towards the type of communication that is most appropriate for parents and families. This information will be kept in a database that allows for efficient distribution of surveys. We will create virtual and in person Suggestion Boxes monitored by our Operations team to ensure that we are meeting needs that may not be addressed within our survey process.

(2) **Community Events.** We will extend our C/HRL programming to our families as well. Our campus will host monthly community events that are open to the community and offer access to knowledge, information, services, opportunities celebrations, etc. For example, we could host a professional enrichment and entrepreneurial start up seminar for parents and families that elicits community organizations such as vendors providing resume writing, recruiting for GED candidates, trade or College Programs, Financial Aid information, a pop-up shop for professional clothing for interviews that have been previously donated; headlined by a guest speaker to discuss opportunities and pathways to starting a small business. These sessions will always consider language barriers by ensuring that translators are available or will be held in separate English and Spanish sessions. This could also be a community fair for Hispanic Heritage or Black History Month that celebrates community and the heroes who have paved paths for people of color throughout history.

(3) **Resources and Services.** Our SEL Team will actively seek out free and low-cost services for our parents and families. We will base our research and outreach on data gathered through communication with families (surveys, conferences, suggestions, one on ones, etc.). Our team will focus on seeking support for businesses, nonprofits, outreach programs, health and human service programs, housing, transportation and grants for innovative approaches to change that exist to aid families and communities in need.

(4) **Town Halls.** Our campus will hold at least 2 Parent Town Hall Meetings. These meetings will take place in January and June of each year and give parents an opportunity to have an open discussion with campus leadership, regional leadership and board members. These sessions will give the school an opportunity to hear directly from its families about their needs.

(5) **Volunteering/Employment Opportunities.** Our campus will offer opportunities for parents and community members to work at the school either in a volunteer capacity or as official employees based on qualifications and clearance. Once these individuals have passed our screening processes, they can be eligible to work as volunteers in our front office, cafeteria, etc. Community Members may also be eligible for employment for various positions dependent on their qualifications. This can range from being a driver in our van fleet, a lunch monitor, a nurse aide, cafeteria or maintenance staff up to a co-teacher or teacher if they meet criteria for the position.

(6) **Community Service.** As we provide programming for our students, we also strive to reflect this work with our adult populations. Our students will be planning and working weekly on community-based service projects. This work will culminate in some type of live community workday(s). We will recruit parents and families to be a part

of the process. This could manifest as our students planning a community garden and gathering resources and support for the garden. In this case we would recruit volunteers from the community to participate in a Saturday session to build and plant the garden.

Communication: Our campus will always keep open lines of communication with our parents to keep them informed. We will employ traditional forms of communication that are diverse and allow all stakeholders to receive communications in a timely manner. Options such as prerecorded message calls, email, group text and app services (Remind, Class Dojo, etc.), paper mail, newsletters, etc. will be routine practices to communicate campus news, information, important dates, deadlines, etc. Our campus will take additional steps to communicate student progress both social and academic to parents on a regular basis. For example, students will receive a weekly “paycheck” that describes their week in relation to behavior and core values. This document will be signed and returned each Monday and any students who do not return the document will receive a parent call to ensure that the document and communication is received. All forms of communication will be translated for families who are not proficient in English.

We will also distribute academic progress reports twice for each 9-week quarter during the academic year and will suspend PLC meetings during the week of progress report release to allow teachers to have office hours to hold in person or virtual parent meetings to discuss grades, progress and plans moving forward. Additionally, at the end of each quarter our staff will conduct Parent Meetings to formally discuss goals, progress and plans moving forward including choice classes for the coming quarter. This will allow our team to consistently and intentionally involve parents in the process. For example, if we discover that a student may be struggling or regressing in a subject, we can provide elective courses that remediate or refresh skills that may need work for the student in a proactive manner that involves all stakeholders, staff, student, parent and leadership if appropriate. We will also employ an open-door policy for parents to request conferences or information on student progress/grades as desired. We will provide several options for parents to stay informed about the professional qualifications of teachers and staff members. We will keep a tab on our website up to date with a Staff Picture, Name, Education, Certifications, positions, responsibilities, etc. This will also be made available in a paper copy for those who may not have consistent access to technology. As new employees are hired, we will update the document as appropriate.

Community Partnerships: As we build out our programming especially as it relates to mentoring, enrichment, entrepreneurship, community service, and mental health we will continue to build and foster relationships with community leaders, business owners, organizations and service providers. Our goal is to provide free or low-cost services for our students and families. When approaching community partners, we will always remain transparent in this fact. While we understand that there may be situations where this is not possible, our staff will work with our internal budget as well as seeking out grant or sponsorship funding that can offset any cost where applicable. We have begun to build out a list of organizations who have pledged an interest in collaborating with Revolution

and James Prep in one or more of the following avenues: (1) **Student Mentoring Services.** 100 Black Men of San Antonio, The Boardroom Project, The Impact Guild, Geekdom, Spurs Give; (2) **Design Thinking and Community Service.** The NuVu Innovation School, Sustainable G's, MOVE Texas, Geekdom, The Impact Guild, STEP ORG, Spurs Give, Cristina Paints, Burnam Gray, Stumblewell Productions, Victoria's Visionary Workshops; (3) **Enrichment and Arts.** The Carver Community Cultural Center, CREA, Write Art Out, Andrea "Vocab" Sanderson, Black Outside, Inc., Summer of Service; (4) **Student Services.** A.I.M., Usawa Mental Health Services, A Better Chance for Youth Futures Inc., Families Empowered; (5) **Educational Supports and Collaborations.** City Education Partners, Good Reason Houston, San Antonio Prep, Compass Rose, Promesa Academy, The Gathering Place, Northeastern University, Hill Pedagogies, San Antonio Leaders and Teachers, CREA; (6) **Financial Support.** The Brackenridge Foundation, Choose to Succeed, City Education Partners.

Leadership and Governance

Board Structure and Qualifications

Proposed board member	Area of expertise	Brief description of experience in this area
Dr. Milton Harris	Community Outreach, Non-Profit Leadership, School Board Experience, Real Estate	Executive Director, 100 Black Men, SA Prep Board Member, Real Estate Broker
Stephanie Mendeloff	Instruction, Curriculum	13 years in Education and Education Nonprofit Sector
Cedric D Fisher	Technical Writing, Marketing, Literacy	Publisher, Author, Literacy advocate
Racquel Gilford	Community Service, Technology, Infrastructure	Founder of two nonprofits, Urban Horticulturist, Computer Science expert

Governance Structure: The governing board for RPS currently has 4 members but will consist of 9 members when fully staffed. The Executive Director has set a deadline of the start of Year 0 for completing board selection. In working with the current board, we have created a system for recruitment and selection of potential board members. That process has four phases: (1) **Skill Needs Assessment.** At the outset of the board selection process our ED worked with consultant firm Empower Education to build out a board matrix which outlined specific skills that would best serve the board in its function of overseeing academics and operations at our campus. As board members have been added we have revisited this document to consider which skills sets are still outstanding and prioritizing

recruitment strategies based on this analysis. (2) **Recruitment.** In this phase we have created a plan for recruiting that involves referrals from network partners, LinkedIn searches and inquiries, our monthly newsletter and our website. (3) **Application Process.** As candidates enter the pool of potential board members a review of their resume is conducted and compared with the board matrix mentioned previously. This process is conducted in conjunction with the board and the ED. Any candidates that are considered potential candidates advance to the next phase of the process. (4) **Interview and selection process.** For all interviews, the ED conducts all interview sessions with at least one member of the current board to ensure that the candidate has a clear understanding of the expectation and responsibilities related to joining the board. Once the interview is done the ED works with the board to determine the candidates. The board is responsible for working with the ED to set RPS's vision, structure and accountability measures. For each of these components the board will considering the following:

Vision- Creating a Shared Vision

- The Board will ensure that students and the community are always the focus of our work.
- The Board will adopt a shared vision based on community input to guide the foundational academic, cultural and social structures of the campus.
- The Board will demonstrate its commitment to the shared mission and vision and use them as a guide for all decision making and communication.
- The Board believes that all students deserve access to equitable academic opportunities and should be afforded those opportunities.

Structure- Establishing a Structure to Achieve the Vision

- The Board will employ an Executive Director and establish a school management system that enables all people to contribute meaningfully to achieve the vision.
- The Board will establish processes to use information and make effective decisions.
- The Board will ensure that short- and long-term plans are developed and annually revised through a process involving extensive participation, information gathering, research and reflection.⁴⁷
- The Board will make decisions that support student learning and charter renewal when it reviews and adopts policies and allocates resources.⁴⁸
- The Board will set high instructional standards based on the needs of its community along with the best available information of the knowledge and skills students will need in the future.
- The Board will encourage an environment conducive to innovative approaches to teaching and learning and supportive of continuous renewal of education.⁴⁹

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<https://www.wpsd.us/cms/lib/AK01901527/Centricity/Domain/24/EXHIBIT%207020%20Board%20Self%20Assessment.pdf>

⁴⁸ <https://www.goethecharterschool.org/ourpages/auto/2019/6/20/53762675/GICSBoardOrientationFinal.pdf>

⁴⁹ <http://www.oecd.org/education/ceri/GEIS2016-Background-document.pdf>

Accountability- Developing Accountability to Measure and Communicate How Well the Vision is Being Accomplished

- The Board will receive regular reports on student progress and needs based on a variety of assessments in order to evaluate the quality and equity of education in the district.
- The Board will evaluate both Executive Director and board performance.
- The Board will evaluate progress toward achievement of James Prep's short- and long-term goals and ensure that policies and allocation of resources effectively support our school's vision.
- The Board will periodically report progress to community and parents.
- The Board will be Advocates and Champions of the Vision.
- The Board will seek others who can help expand educational opportunities and meet the needs of the whole child.
- The Board will lead the celebration of student achievement and community success.
- The Board will promote school board service as a meaningful way to make long term contributions to the community.

The board will elect a Board President, Secretary and Treasurer as officers and will have four initial committees: Instruction, Finance, Facilities and Community. Our board members are actively engaged in the mission and strategies of Revolution. Members will attend quarterly board meetings and provide strategic guidance and feedback to the ED team as needed between board meetings. We also expect our members to be advocates for the organization- sharing about the organization with their networks and friends and connecting others to the organization where applicable. On average, members volunteer 2-5 hours of their time per month, with some exceptions depending on community outreach and Revolution events that may be scheduled in advance.

Training: All board members will participate in training to ensure they are in line with regulations and have a clear understanding of their roles and responsibilities. The specific trainings will be adapted from the TEA list on mandatory trainings for board members.⁵⁰

Grievance Policy: The RPS Grievance Policy has been adapted from a policy created by Schulman, Lopez, Hoffer and Adelstein, LLP.

1) Informal Process

S.H. James Preparatory Academy encourages students and parents to discuss their complaints or grievances with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

2) Grievance Procedures

⁵⁰ <https://tea.texas.gov/texas-schools/school-boards/school-board-member-training>

The Executive Director (Superintendent) or designee shall develop a detailed grievance process; this process shall recognize the Board's final authority to hear or decide parent and student grievances. The grievance process shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level. The Executive Director (Superintendent) or designee shall ensure that the detailed grievance process is made available to students and parents through the Student Handbook.

3) Board Consideration of Student and Parent Grievances

The Board shall retain final authority to hear or decide parent and student grievances. 19 TAC 100.1033(b)(14)(C)(i). The Board may conduct a closed meeting when hearing or deciding a parent or student grievance as allowed by applicable law. Gov't Code Ch. 551, Subch. D.

4) Freedom from Retaliation

Neither the Board nor any S.H. James Preparatory Academy employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

Board Evaluation Process: Our main process for board evaluation will revolve around our yearly Board Stepback. This process will not act as the sole process for evaluation as the board's official meeting cadence has been outlined in the RPS bylaws included as Attachment 10 (pp 225-240). The board will use this process both for team building and to analyze data both at the student, campus, leadership level. The board will examine this data and themselves to revise processes, roles and responsibilities to ensure consistent growth of the organization. The structure for this setback process is listed below and all board related metrics are addressed in the performance management sections.

The Stepback's goals: (1) Reflect on Student Achievement, Campus, Board goals and complete a 360 Feedback, (2) Develop strategies as a team around key issues, (3) Develop a shared understanding and language around board functions and responsibilities, (4) Develop a cohesive team, (5) Reflect and develop skills to improve performance and leadership through team coaching, PD sessions, and feedback sessions, (6) Develop skills through intentional professional development sessions. A typical session would include: Board Goal Review, Campus Goal Review, Student Achievement Data Analysis and Impact, Team Builders, 360 Feedback Sessions, Self-Reflection Sessions and Action Planning.

Board Composition: All members of the board will live in Texas and reside in the San Antonio Metropolitan Area. The board will be diverse in age, race, identity, etc. We will make every attempt to ensure that our board is reflective of our community and student populations to ensure that we are able to connect to the community in an organic manner. Our current board employs skills that are essential in a charter launch. The skills that remain outstanding will be filled with candidates who have a passion for students and the community as well as being an expert in their field who can offer a breadth of knowledge for our process. Our current board includes: 1) Dr. Milton Harris, Board Chair, who is an

Entrepreneur, Real Estate Broker, Philanthropist, Non-Profit ED and Community Activist. 2) Stephanie Mendeloff, an Entrepreneur, Educator, Non-Profit founder, Instructional Coach, curriculum writer and educational consultant. 3) Cedric D. Fisher, a veteran publisher, instructor, author and literacy activist. 4) Racquel Gilford, an experienced Computer Scientist and Infrastructure Engineer, nonprofit founder and community activist. Each of these board members either currently lives in or works directly with the communities that we plan to serve in some capacity largely related to their work in the nonprofit sector. (see Attachment 12, pp 248-289) In recruiting members for the outstanding roles on the board we will consider some of the following skill sets in our recruitment process: Finance/CPA; Health and Social Services; Startup/Tech/Design Thinking; Philanthropy/Fundraising; School District; Business; Development; Government/Law; Grant Writing; Community Relations.

Executive Director Supports and Evaluation: The board will ensure training and professional development opportunities for the ED yearly in the approved district budget. The ED will seek out and attend sessions that sharpen his ability to lead and manage the operations of RPS. The board chair will ensure regular check ins with the ED to ensure a clear oversight and leadership. The board will evaluate the ED on the following metrics to determine success: Governance, Planning, Instructional Leadership, Organizational Management, Community Relations and Professionalism. For the formal evaluation process the board will use the TEA-recommended Texas Association of School Boards' Superintendent Evaluation system. The evaluation tool can be found at: <https://esc13.net/assets/uploads/docs/ESC13-Supt Appraisal Fall 2020 final.pdf>. This evaluation will drive future decisions for development of the ED or changes in the position.

Bylaws and Conflict of Interest Policy: RPS's board has adopted a detailed set of bylaws, a conflict-of-interest policy and a code of ethics that addresses many of the items discussed in this section. Please refer to Attachments 10 and 11 (pp 225-247).

Proposed Superintendent Qualifications

Executive Director (Superintendent) Selection: The board has selected Anthony Gordon as Executive Director (Superintendent) of RPS and its initial campus JPA. Mr. Gordon has 13 years of education experience working in traditional district, open-enrollment charter, in-district charter and private schools as a teacher and a leader. Gordon has spent nine years of experience in the charter sector.

Gordon spent 4 years working for KIPP Texas in both Houston and Dallas/Fort Worth. As a 7th and 8th grade ELA Teacher. During this time, he was able to maintain high marks in both academics and cultural competencies. During the 2013-14 school year Gordon

began his more formal coaching/mentoring of teachers conducting walkthroughs with the leadership team to give critical feedback to his 8th grade team. During this year, the 8th grade team achieved stellar STAAR marks with 100% passing in math, 97% passing (28% Advanced) in reading, 91% passing in Social Studies, 85% passing in Science and 81% passing on the 9th Grade Algebra I EOC. This is also significant when considering each member of the team had 5 years or less of teaching experience.

Gordon's final year as a classroom teacher was with IDEA Public Schools as a founding 6th grade ELA teacher. The following year Gordon joined the campus lead team as the Academic Counselor. He was responsible for Student and Staff Persistence, Campus Culture, Fundraising, Event Planning, Student Incentives, Student Leadership Initiatives, ELL Coordinator, Test Coordination, Cultural Data Acquisition and Analysis, Classroom and Teacher Leader Coaching, Student SEL Lead and Parent Communications.

Gordon was promoted to the Individualized Learning Manager position, a Super Regional Position with IDEA Public School. In this position Gordon oversaw 26 campuses in two cities (Austin and San Antonio in 2017-18, Baton Rouge and San Antonio in 2018-19). He was responsible for coaching campus leaders by creating individualized plans for reading initiatives, math intervention, data analysis, in class observation and action plans. Gordon then became an ELA Instructional Coach and reading Specialist at Dorie Miller Elementary on the Eastside of San Antonio. He provided best practices in short- and long-term planning, differentiation, ESL/SPED instruction, observation and feedback with actionable next steps, lesson plan review, technology integration and classroom management. For the 2019-20 school year Gordon worked as a Principal Fellow for Ogden Academy, through a partnership between Relay Lab Schools and SAISD. In this position Gordon was responsible for coaching 6-8 math and Science, campus culture and discipline. For a detailed explanation of Gordon's qualification please see his CV as Attachment 15 (pp 295-305).

Executive Director Salary: Given the high expectations of a role as an Executive Director and principal during Year 0 and 1 along with Gordon's quality and length of experience in education, we propose a starting salary of \$100,000 per year. (See financial workbook, personnel tab, line 12)

Leadership Pipeline: As outlined in the Professional Development and Evaluation section of the application, JPA will utilize a 5 Tier Development Process for teachers to grow into future leadership positions. In the program, Tier 4 and 5 teachers will begin leadership training while taking on secondary leadership roles within the school. The executive and campus leaders will oversee the training, coaching and mentoring of these teacher leaders. This process will create viable internal candidates for future leadership roles as the campus expands. For example, a teacher with 3-5 years of experience during our founding year could progress through the 5 Tier system with above average student achievement data, quality formal evaluation scores, consistent patterns of leadership, professional development that improve their practices and a commitment to providing

equity for students. This candidate could potentially become a member of the campus leadership team within the 5-year span in which we will grow from 225 to 800 students. This also creates more upward mobility for those who start the process as campus leaders. As these leaders mold the future for our campus they will also be coached by our Executive Director and provided with the highest level of professional development that will prepare them to meet expectations for roles that will arise within RPS.

Proposed Instructional Leadership Team

Instructional Lead Team Overview: RPS will launch JPA with the following Year 1 Founding Instructional Lead Team. Please find a brief description of each position below with a full job description available in Attachment 18 (pp 308-318).

Campus Principal: Campus Principals are instructional and operational leaders who coach and develop staff, teachers and the lead team at their school to achieve ambitious goals.⁵¹ Principals are focused on excellence, continuous improvement and culture. They support these values through their actions and attention to detail. They create a safe learning environment and set performance goals both for students and teachers and oversee the process so that those goals are attained.⁵² (See financial workbook, personnel tab, line 21)

Special Populations Lead: The Special Populations Lead is responsible for overseeing, planning, developing, coordinating, and assessing all Special Populations staff. The position requires the Lead to conduct job training, coaching, observation, professional development, collaboration with other instructional and campus teams in order to provide services for all students in special populations. (See financial workbook, personnel tab, line 26)

SEL Lead: The SEL Lead oversees a range of psychological, community outreach, behavioral and SEL services, including but not limited to psychological testing, consultation and counseling of students, student behavior management and proactive behavior systems, staff training, cultivating and maintaining relationships with community networks and resources and parent engagement initiatives. (See financial workbook, personnel tab, line 27)

The campus will add an **Assistant Principal** during Year 1. Assistant Principals are instructional leaders who manage, coach and develop staff and teachers to achieve ambitious goals. They monitor, analyze and plan to improve the progress of staff and students at their campus. (See financial workbook, personnel tab, line 23 and 24)

⁵¹ <https://jobs.jobvite.com/ideapublicschools-english/job/oYqqefwM>

⁵² <https://resources.workable.com/principal-job-description#:~:text=What%20is%20a%20principal%3F,that%20those%20goals%20are%20attained.>

Please reference the Organizational Charts (see Attachment 13, pp 290-293) to see the plans for expansion of the campus leadership teams to add additional Assistant Principals based on grade level and student enrollment.

Leadership Development Overview: RPS will create a thorough system to develop leaders across the network. This will begin with our ED building diverse mentoring networks across the country to personally grow, learn and coach all leaders within the network. This system will also include using established relationships with National and Local Organizations such as Relay Lab Schools, KIPP, IDEA Public Schools, Compass Rose, Basis, San Antonio Preparatory, SAISD, etc. Collaborating with organizations with documented success serving student populations that mirror those that we will serve will allow us to build a deep bank of quality instructional practices, resources, consultants, etc. It will also give us quality models to observe and learn from for all stakeholders within our organization. In having a starting point with these resources, we can begin to mold our own processes to ensure that adults and students alike are developing and thriving. This can manifest as our ED and Campus Leaders attending Relay Lab Schools National Training programming to learn and collaborate with educators from across the country. It can also materialize with the ED lead observational rounds at a local partner school to garner best practices that can be adapted for use at RPS campuses immediately.

Leadership Team Recruitment: To date JPA has not hired any members of the Founding Leadership Team. The campus will aggressively pursue Leaders upon approval by the state. All staff roles, responsibilities and qualifications are addressed by role in detail in Attachment 18 (pp 308-318). Once approved we will execute our blueprint for the recruitment and hiring process for our Founding Leadership Staff. After the initial charter defense in late spring our campus will begin the process of recruiting to gather a database of quality instructional leaders who are mission aligned. After fall approval we will begin the official interview processes and have a plan to have all Leadership staff hired by the end of December 2021. Our criteria for leadership will be to seek out individuals with quality academic data and cultural competency, especially those who have leadership experience with comparable student populations. We will use multiple avenues for recruitment. We will begin by connecting with our academic networks to seek out individuals who may fit our organizational needs. We will also use resources such as City Education Partners and Relay Lab Schools that can provide potential candidates. We will also use traditional outlets such as classified ads, online databases, job fairs, etc. The overall selection process will include an initial background check, application process, phone or virtual screening, in person interview with relevant task assessments to determine fit with the campus.

Leadership Development: All Instructional Leadership staff will be personally coached by the Executive Director. The ED will provide both real time coaching, professional development, feedback and external learning opportunities to improve overall performance and knowledge on a regular basis. This coaching will mirror the coaching that staff receives to ensure consistency and continuity of the process. The ED will conduct

a beginning of the year evaluation and goal setting with leaders. From there they will personalize the training processes that will best serve and support the leader in their growth. This training will include but is not limited to: Observation and Feedback cycle, Lead Team Campus Walkthroughs, Mentor Connections, Text and Novel Studies, Professional Development, etc. The development cycle will be revisited midyear to ensure efficiency and wrap up with an end of the year evaluation conducted by the ED.

The leadership development and evaluation structures will mirror that of the teachers tiered development cycle of growth that is based on the Leverage Leadership standards and TPESS evaluation platform [https://tpess.org/materials/T-PESS Principal Rubric 2020 Update.pdf](https://tpess.org/materials/T-PESS_Principal_Rubric_2020_Update.pdf). In this process Leaders will be evaluated on the 4 Instructional Levers and 3 Cultural Levers from the Leverage Leadership Frameworks using documents such as the walkthrough documents such as the one created by Relay Lab Schools that has been added as Attachment 19 (pp 319-329). These Levers are Data-Driven Instruction, Observation and Feedback, Instructional Planning, Professional Development, Student Culture, Staff Culture and Leading the leaders. These standards in conjunction with the position specific standards related to the TPESS evaluation rubric.

Proposed Financial and Operations Leadership Teams

Financial Management Overview: In this section (accompanied by relevant attachments) RPS will outline a clear structure and timeline as it relates to hiring financial managers at its founding campus. In creating these structures, we have considered factors such as budget development, financial management, accounting and internal controls, fundraising, grant writing, etc. In addressing the founding year for JPA, our Executive Director will oversee organization financing. Anthony Gordon has 8 years of experience creating and managing budgets, fundraising development and management, and budget oversight both as a teacher and leader. Gordon will coach campus-based leadership to manage finances. Gordon will also continue his own personal development in operations, finance and facilities by working with local mentors, personal professional development, evaluation and coaching practices. In order to ensure that all structures are implemented successfully the campus will hire an Operations Manager at campus to oversee day to day financial matters. The Operations Manager position (starting in Year 0) will require a depth of knowledge in school-based finance oversight, and experience with areas such as purchasing, contracting, human resources, policy, payroll, marketing, tax law, etc. will also be preferred qualifications. The Operations Manager will act in tandem with the Executive Director. RPS will also work to develop operations staff just as it will with instructional staff and create a tiered development system much like those discussed in both the teacher and instructional leader sections. Our campus will create a sound budget which create stable habits for the longevity of the campus.

Operations Management Overview: In this section (accompanied by relevant attachments) RPS will outline a clear structure and timeline as it relates to operations at its founding campus with details on initial expansion over the first six years of existence.

In considering these positions we have considered general operations, facilities acquisition and management, talent management, policy implementation, contract management, PEIMS reporting, recruitment and school safety. The operations team will be overseen by our Executive Director who will work with all campus level leadership to ensure that the campus is growing and that all leaders are consistently coached and developed. The operations team will be led by the Operations Manager. The Ops Manager will be responsible for overseeing all facilities management protocols. Directly or indirectly overseeing office management, reception, SIS coordination, recruitment and registration, transportation, facilities, maintenance, nutrition, IT, PEIMS, parent communication, etc. The Operations Lead Team will also consist of the following positions who work directly with the operations manager to ensure that all financial and operations functions of the school are sound. (1) Office Manager- Leads all inner office functions: attendance, SIS, reception, PEIMS, record keeping, communication, event planning, safety, intake, inventory, etc. (2) Nutrition Manager- Responsible for managing daily nutrition programming and leads kitchen staff in implementation, (3) IT Manager- Oversees all technology implementation, distribution, troubleshooting, safety and integration, (4) Maintenance Team- a group of full and part-time employees who maintain and keep the campus safe and (5) Business Manager- duties and explained earlier in this section. Please find a brief description of each operations lead team position below. The full job descriptions can be found in Attachments 20 and 21 (pp 330-340) along with accompanying HR forms in Attachment 23 (pp 345-389).

Operations Team: Operations Manager Role Description: The Operations Manager is the business operations leader for a school, managing all non-instructional functions, services, and staff so that the instructional team can focus on teaching and student achievement. The Ops Manager ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the mission of Revolution Public Schools. (See financial workbook, personnel tab, line 14)

Office Manager Role Description: The Office Manager plays a central role in ensuring an orderly, responsive, and open school.⁵³ In addition to maintaining the school's administrative systems, the Office Manager functions as the primary contact for all school constituents. In this role, the Office Manager must be able to communicate effectively with students, staff, families, trustees, donors, and visitors.⁵⁴ (See financial workbook, personnel tab, line 16)

PEIMS Coordinator: JPA will employ a PEIMS Coordinator at the campus for Year 0. This appointment will be essential especially as the school implements its recruitment, registration and processing systems. For specific salary ranges please see Attachment 21 (pp 333-340) and the PEIMS Coordinator Job Description. The coordinator will undergo

⁵³ <https://jobs.smartrecruiters.com/UncommonSchools/743999726124504-office-manager>

⁵⁴ <http://hendersoncollegiate.org/careers/founding-elementary-school-office-manager/>

extensive training and be connected with a network of mentors from surrounding organizations to ensure that best practices are shared and revised to fit campus needs. For example, PEIMS and front office staff will attend training provided by TEA, Region 20 in San Antonio and any auxiliary training that may be available. Additionally, our Executive Director will use established relationships to create a network of mentors to provide support for our PEIMS Coordinator at a founding campus. These relations may manifest in opportunities to observe established campus's PEIMS Teams, Shadowing, Mentoring and Coaching of staff beginning in Year 0 and extending into and beyond campus launch. All budgetary considerations for these training will be considered under the Operations Team Professional Development Budget. (See financial workbook, personnel tab, line 18)

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Performance Management

Performance Management Overview: The RPS Board will conduct data deep dives with

⁵⁵ <https://jobs.smartrecruiters.com/UncommonSchools/743999726124504-office-manager>

⁵⁶ <http://hendersoncollegiate.org/careers/founding-elementary-school-office-manager/>

the Executive Director quarterly. These meetings will coincide with the end of each academic quarter and consider students achievement data based on report card results, interim assessment data, Renaissance Learning STAR Test data, growth and readiness metrics, Special Populations Data, SEL Data, elective, service project and entrepreneurship projects. The review will consider short- and long-term goals for the year. The year-end evaluation will also consider campus metrics and performance in comparison with State Accountability Frameworks and the Charter School Performance Framework. The Board and ED will examine campus performance in several aspects to determine overall campus success and growth areas. These metrics will also be evaluated at our quarterly data review. Factors such as Finances, Student and Family Satisfaction, Staff Satisfaction, program development, future enrollment, community outreach, etc. If we are not on track to reach goals or fail to reach goals, we will conduct a reevaluation of the metric and what resources can be allocated to better approach the goal moving forward. Other aspects of the foundational considerations may also be reevaluated during these meeting times. Items such as our growth plan, staffing allocations, facilities decisions, etc. that directly affect the goal under reevaluation. The board, Executive Director and campus leadership team will monitor progress and status if the academic, financial, operational and other indicators are discussed below.

Academic Goals: Academic Metrics will include Interim Assessment, STAAR, Renaissance Learning STAR data, Student Project data, High School pathway data, etc. (see budget line 105) We will also monitor goals related to student growth and closing the gap in accordance with HB3.

Goal 1: Students will demonstrate mastery and growth in English Language Arts and Reading as measured by both the STAAR Assessment and the Renaissance Learning STAR Test, or similar reading assessment as appropriate.

STAAR and STAAR EOC Reading Assessments

- The percentage of students in grades 5-12, who have attended the school for more than two years, and score "meets grade level" or "masters grade level" on the reading STAAR exam, will meet or exceed that of students in the same tested grades in the local school district.
- 70% of the students who have attended the school for more than three academic years, will perform at "approaches," "meets grade level" or "masters grade level" on their grade level STAAR reading exam.⁵⁷
- 75% of the students who have attended the school for more than four academic years will perform at "approaches," "meets," or "masters grade level" on their grade level reading STAAR exam.⁵⁸

⁵⁷ <https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/190816-NV-Strong-Charter-Application.pdf>

⁵⁸ <https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/190816-NV-Strong-Charter-Application.pdf>

- 80% of the students who have attended the school for more than five academic years will perform at "approaches," "meets," or "masters grade level" on their grade level reading STAAR exam⁵⁹.

Renaissance Learning STAR Test

- At least 75% of each cohort of students attending for more than two years will read at or above grade level as defined by performance on the Renaissance Learning STAR Reading Test or similar reading assessment.
- At least 80% of each cohort of students attending for more than three years will read at or above grade level as defined by performance on the Renaissance Learning STAR Reading Test or similar reading assessment.
- At least 90% of each cohort of students attending for more than four years will read at or above grade level as defined by performance on the Renaissance Learning STAR Reading Test or similar reading assessment.

Goal 2: Students will demonstrate mastery and growth in mathematics as measured by both the STAAR Assessment and the Renaissance Learning STAR Test or similar math assessment as appropriate.

STAAR and STAAR EOC Math Assessments

- The percentage of students in grades 5-12, who have attended the school for more than two years, and score "meets grade level" or "masters grade level" on the math STAAR and Algebra 1 exam, will exceed that of students in the same tested grades in the local school district.
- 70% of the students who have attended the school for more than three academic years will perform at "approaches," "meets," or "masters grade level" on their grade level STAAR math and STAAR EOC exam.⁶⁰
- 75% of the students who have attended the school for more than four academic years will perform at "approaches," "meets," or "masters grade level" on their grade level math STAAR and STAAR EOC exam.
- 80% of the students who have attended the school for more than five academic years, will perform at "approaches," "meets," or "masters grade level" on their grade level math STAAR and STAAR EOC exam.

Renaissance Learning STAR Assessment

- At least 75% of each cohort of students attending for more than two years will perform at above grade level as defined by performance on the Renaissance Learning STAR Math Test or similar math assessment.
- At least 80% of each cohort of students attending for more than three years will perform at or above grade level as defined by performance on the Renaissance Learning STAR

⁵⁹ <https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/190816-NV-Strong-Charter-Application.pdf>

⁶⁰ <https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/190816-NV-Strong-Charter-Application.pdf>

Math Test or similar math assessment.

- At least 90% of each cohort of students attending for more than four years will perform at or above grade level as defined by performance on the Renaissance Learning STAR Math Test or similar math assessment.

Goal 3: Students will achieve mastery in Science.

- The percentage of students in grades 5, 8 and 9-12 who score "meets grade level" or "masters grade level" on the science STAAR and STAAR EOC exams, will exceed that of students in the same tested grades in the local school district.
- At a minimum, 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets," or "masters grade level" on the eighth-grade science STAAR and STAAR EOC exams.

Goal 4: Mastery in Social Studies

- The percentage of students in grade 8 and 9-12 who score "meets grade level" or "masters grade level" on the Social Studies STAAR and STAAR EOC exams, will exceed that of students in the same tested grades in the local school district.
- At a minimum, 80% of the students who have attended the school for three academic years or more will perform at "approaches," "meets," or "masters grade level" on the eighth-grade Social Studies STAAR and STAAR EOC exams.

Goal 5: College & Career Readiness Goals

- 100% of students will graduate with at least a Distinguished Level of Achievement Diploma.
- 100% of Students will participate in at least two community service or entrepreneurship-based design thinking projects yearly.
- At least 25% of students in our first graduating class will successfully complete our Entrepreneurship pathway to graduation.
- At least 25% of students in our first graduating class will take and pass at least 6 AP exams prior to graduation.
- The proposed school will be in the top 20% when compared to the public schools with similar demographics in San Antonio for mean SAT scores in math, Critical Reading, and Writing for all students who take the SAT.
- The proposed school will be in the top 20% when compared to the public schools with similar demographics in San Antonio for mean ACT scores in English, math, reading, and Science for all students who take the ACT.

Goal 6: Enrollment/ Attendance/ Graduation/ School Rating

- The annual average daily attendance rate will meet or exceed 90% in Year 1 and increase 1% per year until it reaches 95% which will then be the standard moving forward.
- The annual drop-out rate will be lower than 1 %.
- Student persistence rate after the third year will meet or exceed 85%.
- By the end of the 3rd year, our campus will have at least a B rating.

Financial Performance Indicators: The following metrics are directly from the TEA FIRST Generation 26 Application **S.H. James Preparatory Academy**

rating system for charter schools. These indicators will act as our threshold for success. We will aim to be rated Superior at the end of our third year of existence.

- Submission of the annual financial report (AFR) to TEA within 30 days of the proposed school's fiscal year end date.⁶¹
- Receiving an unmodified opinion in the AFR on the financial statements as a whole.
- Being free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds per external independent auditor report.⁶²
- Reporting and making timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies.⁶³
- Having a total net asset balance in the Statement of Financial Position for the proposed school greater than zero.
- Having a reasonable number of days of cash on hand and current investments for the proposed school sufficient to cover operating expenses. This calculation will use expenses, excluding depreciation.
- Having the measure of current assets to current liabilities ratio for the proposed school sufficient to cover short-term debt.
- Having the ratio of long-term liabilities to total assets for the proposed school sufficient to support long-term solvency.
- Having the proposed school's revenues equal or exceed expenses, excluding depreciation.
- Having the debt service coverage ratio sufficient to meet the required debt service.
- Having the proposed school in compliance with the payment terms of all debt agreements at fiscal year-end.
- Having the proposed school's administrative cost ratio equal to or less than the threshold ratio.
- Having the proposed school not have a 15 percent decline in the students to staff ratio over three years.
- Having the comparison of Public Education Information Management System (PEIMS) data to like information in the charter school's AFR result in a total variance of less than 3 percent of all expenses by function.⁶⁴
- Having the independent external auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.⁶⁵

⁶¹ <https://tea.texas.gov/sites/default/files/Charter%20School%20Conference%206-30-2015%20Updated.pdf>

⁶² <https://www.midlandisd.net/cms/lib/TX01000898/Centricity/Domain/6150/FIRST%20Report%2018-19%20-%20Final.pdf>

⁶³ <https://www.conroeisd.net/wp-content/uploads/2020/10/FIRST-Report-08-31-19-For-Website-1.pdf>

⁶⁴ <https://www.sos.state.tx.us/texreg/archive/April242020/tables-and-graphics/202001438-3.pdf>

⁶⁵

<https://www.boerneisd.net/site/handlers/filedownload.ashx?moduleinstanceid=6743&dataid=15752&FileName=School%20First%20Report%202018.pdf>

Operations Indicators: The board will evaluate indicators based on the Charter School Performance Frameworks and set a goal to have a Meets Expectations rating on a yearly basis. In order to achieve this status, the campus must score 60% or above on indicators.

Other Metrics to Consider

Student and Family Satisfaction:

- 85% of students and families will select Agree or Strongly Agree when asked if they feel valued by the school community.
- 85% student persistence
- 85% of students and families will select Agree or Strongly Agree when asked if they would recommend James Prep to a friend or family member.
- 85% of students and families will select Agree or Strongly Agree when asked if they feel that their race, culture and identity is consistently celebrated at the campus.

Staff Satisfaction:

- 85% Staff Retention
- 85% of staff will select Agree or Strongly Agree when asked if they feel celebrated at work.
- 85% of staff will select Agree or Strongly Agree when asked if they would recommend James Prep as an employer to a friend or family member.

Community Outreach:

- 100% of students are assigned a mentor and have at least 2 touch points with their assigned mentor per quarter.
- The campus will hold at least one formal community event per month.

Program Development:

- 100% of quarterly milestones will be completed in the process of building the high school pathway program in Years 1 and 2 for official launch in Year 3.
- 100% of high school Leadership and Programming Staff will be hired by Jan. 1, Year 2.
- Sponsor/Host for Entrepreneurship Senior Project will be acquired Jan. 1, Year 5

Recruiting

- Campus will be 100% enrolled to begin each school year
- Recruiting campaigns will be reevaluated and revised quarterly to ensure efficiency.
- Recruiting will work directly with the community team to co-host community events.

Anytime we fall short of metrics in any relevant category the campus lead team will complete an initial data analysis and report findings to the ED and board. From there the ED and board will discuss potential plans and processes that the ED will implement within the coaching cycle for campus leadership. This process will be bolstered by our board President Dr. Milton Harris, who has extensive experience in business, the nonprofit sector, and academia. He has also acted as a Secretary on a founding charter school board which

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will give our board a great mentor as it conducts these processes. Stephanie Mendeloff will provide clear insight to any academic goals set by the campus as a veteran educator and curriculum writer who has served within the community that our campus will be based. As the founder of a nonprofit specializing in community outreach, Racquel Gilford will be able to monitor our community imprint as well as provide insight into design thinking and tech implementation. Cedric Fisher will be an essential go to as we evaluate our marketing processes especially as it relates to student recruitment. As well as, providing clear insight into our literacy programming. All coaching processes will include examining data, collaborating with stakeholders, students, families and the community as appropriate to do an analysis and develop an action plan. These plans will include professional learning opportunities, reevaluation/revision of goals, addition of staffing or resources, allocation of funds, or other measures as deemed appropriate by the board and Executive Director in response to consensus of stakeholders.

Talent Management and Development

Talent Management

Our organizational goal is to recruit, hire, develop, retain and promote highly motivated, mission/vision aligned, professionals who have a passion for education, equity and empowerment. Much like the school design model our staffing processes will reflect the needs of a changing world and the skills necessary to produce success.

Staff Recruitment Process: RPS will build the foundation for staff recruitment by working with colleges and universities across the country to create a pipeline of both instructional and non-instructional staff. By creating a space where we broaden our net of recruitment on college campuses and work with multiple departments on campus (e.g., education, arts, financial management, etc.), we can build pipelines that staff all sectors of our organization.

This process will always begin locally with recruitment pathways that will be established with local colleges and universities. This would then extend into Texas state college networks and then out of state colleges and universities such as Northeastern University. Our recruitment strategy will also make an intentional effort to recruit more young educators of color to teach within our communities. This will be accomplished by working with organizations within the larger college ecosystem to target potential candidates and recruiting at Historically Black Colleges and Universities across the country. For example, creating community service or mentoring opportunities for college students in the campuses Black Student Union or Latinx Student Union to expose them to a potential career in education. Our Executive Director Anthony Gordon has had success with this type of interaction in the past. He has created a relationship with the Black Student Union at

Trinity University (San Antonio) which has produced a yearly speaking arrangement with the organization that has lasted 5 years. From this relationship he has at least 1 current team member and others who are willing to join upon approval of the charter. These potential staff members are all noninstructional staff as well working in areas such as community engagement and non-profit.

Another option in staff recruitment is working with organizations who specialize in educational staff recruitment. Organizations such as Teach for America, Relay Lab Schools, Summer House Institute and CEP have extensive databases of educators from across the country who can be candidates for our organization. RPS will utilize more traditional methods for staff recruitment including online platforms, print media/advertising, our website, job fairs, word of mouth, networking within our community, etc.

In using the above stated methods we will create the following resources to create a process that is driven by data, need, mission alignment and growth potential: (1) a five-year organizational chart to map out needs currently and in years to come, (2) a list of any openings for the next 2 years with job descriptions, (3) a one pager of mission and vision with probing questions for initial conversations during the recruiting process, (4) a survey of future aspirations for initial conversations, (5) a one pager that describes the growth pipeline for initial conversations, (6) a viable database to track potential recruits, (7) a curated recruitment calendar with SMART milestones to ensure accountability, (8) processes for initial screening and background checks, (9) a scripted day (year) in the life of staff and (10) a list of any upcoming recruitment or community events that potential candidates may participate in. With all processes Revolution and James Prep will strive to recruit staff to support our specific student populations which includes SPED and ELL students, at-risk students, students of color, students with disabilities, students with serious academic needs, etc.

This recruiting process will begin promptly upon state approval in Year 0. The ED will create a recruiting plan that outlines the process beginning with official staff recruitments events occurring monthly from October-December 2021. These events will increase in frequency and be increasingly more personalized to the staff being recruited beginning January 2022. The ED has set a goal of being fully staffed as aligned with the organization chart (see attachment 13, pp 290-293) at least one full month before students arrive on campus August 2022. (see Attachment 30, pp 422-426)

The Hiring Process: We will begin our hiring process with an application process that allows us to get to know our candidate, their strengths, growth areas and how they can potentially fit into our staff as aligned to our organizational, staffing needs. (see Attachment 22 and 23, pp 341-389) Our background check and screening processes will also take place at this time. The next step will be for individuals to conduct an interview with the principal or assistant principal. This screening will consist of questions related to the specific job opening, mission and vision alignment, background, education, etc. All interviewers will use a rubric to take notes and score responses. Following the interviews,

the committees will discuss potential candidates and advance candidates to the in-person interview based on rubric scores, anecdotal notes and personal input. Candidates who make it to the in-person interview will be notified of the interview and its format.

As has been stated previously we want to create spaces that allow us to truly gauge candidates' abilities, potential and alignment. With this in mind, we have created an interview process that puts candidates into actual day in the life scenarios to observe them real time. RPS has created a full day interview process that will mirror job specific scenarios that interviewers will use to observe and evaluate potential staff's ability to meet the expectations of our campus. This full day would incorporate individuals interviewing for positions throughout the building. In theory, this interview would mimic an actual school day with candidates being placed in simulated scenarios that they would encounter daily. For example, a person interviewing for a front office position would be responsible for checking in candidates as they arrive for the day. Potential teachers would teach sample lessons, have group planning sessions, and attend a professional development. Academic Support staff would conduct walkthroughs to discuss areas of improvement in instructional practices for students of special population. Kitchen staff would be responsible for "preparing lunch" for the attendees. Please see the charts below for potential schedules for the interview in multiple potential hiring categories. During our year 1 hiring process we will work with community partners such as CEP, 100 Black Men and the Boardroom Project to utilize facilities to conduct our hiring processes.

This is a process that can be used for any mass hiring processes, which will be an annual need for the foreseeable future with our campus expanding to full scale. By utilizing this method, we can create an environment where we are able to make more informed offers to candidates for specific positions that fit their long-term goals and our staffing needs. It also allows candidates to get a clear picture of their responsibilities and our expectation to ensure that they are making the best decision for their career. We understand that education is a difficult profession, and we want to recruit individuals who have a fire for the work, the students and their communities. This process can also be replicated at a smaller scale to decrease cost and human capital needed. Our goal is to get real time feedback of candidates to ensure that they are mission fit. Once a candidate has progressed past this intense hands-on interview process, they will have their references checked and then receive a formal offer from the ED or campus principal.

The most significant obstacle to current staff recruitment is the COVID 19 Pandemic. This new reality has changed many dynamics in education including available staffing. Many teachers have made the decision to leave the profession and there is uncertainty as to how this will impact education long term. The plan discussed above addresses this obstacle in some ways, as there is an aspect that recruits individuals from diverse backgrounds to become JPA staff. Our next step will be to ensure that we create and present a safe environment that may be a vehicle to encourage individuals to return to education in the future.

As outlined in our Start Up Plan (Attachment) our ED has created a monthly review of recruiting data. Surveys will be conducted throughout the process for accepting and rejecting candidates. We will classify data based on categories such as process, compensation, background, experience, etc. This data will be used to revise our recruitment plan based on monthly targeted metrics as it relates to our internal deadline for staff recruitment. In totality the Hiring Process will follow the procedure from start to finish: (1) Recruitment, (2) Application, (3) Background Check/Fingerprinting (FACT Clearinghouse), (4) Virtual Interview, (5) In-Person Full Day Interview, (6) Reference Check, (7) Formal Offer and Acceptance, (8) Orientation and (9) Professional Development.

Employee Dismissal: As it relates to employee dismissal, we will follow all state and local laws for fair employment practices. As outlined in our PD and Evaluation section we have created a detailed system for professional development of staff and performance evaluation. This process will be a focal point in our strategies for retaining high-performing teachers. This system creates clear pathways for career growth. This process creates a proactive approach to talent management that creates transparency in data, documentation and accountability from all stakeholders. In the case that an employee becomes a candidate for dismissal all appropriate courses of action will be taken, this includes but is not limited to reviewing the staff handbook prior to taking action, conference with organization law support to ensure that the action is legal and warranted based on details and data, any outstanding payments are made available within one week of termination, there is a clear plan in place to collect any campus property (laptops, resources, keys, etc.), any documentation needed for the separation meeting, etc. JPA will set a timeline for any staff replacements to have new staff in place within a month. The process will begin with an aggressive marketing campaign to recruit potential candidates from there the process stated above will begin until the position has been filled. (see budget line 111)

Staff Shortage: If we experience any staff shortages for instructional positions, we will immediately supplement those positions by shifting responsibilities of co-teachers. These moves will act as a temporary fix to allow time for recruitment of replacement staff or full-time substitute teachers to fill positions. For non-instructional staff, the Director of Operations will readjust staff schedules to maintain continuity and begin aggressive recruit processes to replace any staff vacancies. The predominant obstacle is as stated above the potential for shortages in available school staff. In this circumstance any available central office staff will provide support both on campus and in the recruitment and hiring process.

Employee Benefits: All staff will have access to insurance and benefits at cost depending on their individualized needs. It is essential that we ensure that all individuals have access to the necessities that they need to keep themselves and their families safe and healthy. We will work with local HR management organizations to ensure that we are able to provide competitive rates and options for our staff. We will also ensure that staff are able to contribute to the TRS program to solidify retirement plans for educators. We will create

a compensation package with a raise scale that is comparable with districts and charter organizations within our geographic boundaries. (see budget line 75)

Teacher Retention: JPA's first action in teacher retention will begin with campus culture. We will create an environment of celebration and self-care as a vehicle to drive success. Our growth plans will motivate our teams to create future leaders who are acclimated to our unique school design and motivate current staff to pursue opportunities internally. Additionally, the campus will outline a structured incentive program that is based in campus surveys that reveal staff specific rewards that are tailored to their personal Language of Appreciation. Staff will be required to complete the related assessment to start the year. From there we will create a database that allows us to provide targeted appreciation that demonstrates care and attention to detail. For example, a staff member who appreciates words of affirmation may receive a card signed by the lead team celebrating their accomplishments or someone who appreciates quality time may have a duty or class covered for them to have a free period to go grab coffee, run a needed errand during the day or just have a chance to sit in silence. Overall, we will model our model to ensure our students are balanced and happy by taking the same approach to culture with our staff.

Professional Development and Evaluation

Professional Development Overview: JPA's Professional Development will be based on our Mission and Vision. In order to create a school that fosters academic excellence, community, responsiveness and accessibility, personalized, literacy based, self-aware, and innovative, we must begin this process with the methods and systems that we use to develop our staff. We have created a professional development and evaluation process that builds foundations in the cultural and instructional norms that will give our students the tools and resources that they need to be successful by providing the appropriate support, tools and resources for their teachers.

Our yearly schedule includes 10 full days of beginning of the year (BOY) training for all staff. All first-year teachers will receive 11 full days to start the year in August. (See Attachment 25, pp 399-400) Each teacher will have an additional 8 days allocated for teacher workdays and up to 5 additional external training opportunities. In total this equals up to 23 days for most teachers and 24 for first year teachers to be considered for either PD or Teacher Work Time. Our weekly schedule also includes early release on Fridays for students when teachers attend PD sessions for 2.5 hours. This equates to 33 Friday PD sessions (82.5 PD hours). Finally, our daily staff schedule is set up for Lead Teachers and all co-teachers in tested subjects to have 130 minutes per day for planning Monday-Thursday. All co teachers in non-testing subjects will receive 80 minutes per day for planning Monday-Thursday. This planning time does not include their 30-minute duty free lunch period. The purposes and assignments for this time are detailed in the sections

below.

This section will also address staff supports and evaluation processes. We will base our PD arcs and evaluation processes on the specific needs of our staff and students as it relates to our foundations both academically and culturally at our campus. We will create a teacher tiering process based on principles of the Uncommon Schools Get Better Faster Resources to drive training and supports. These tools will be used for our campus observation and coaching cycles, data conversations, cultural norm implementation, and professional development processes. We will also use the TTESS as our formal summative assessment process at the campus. All of this will be bolstered by a multi-tier evaluation and response process that ensures that teachers are developing consistently.

Beginning of the Year Culture Camp and PD: JPA will begin each school year with an intensive Culture Camp and Professional Development cycle that will build the foundation for our academic year. This camp will begin with a two-week Leader Culture Camp and Professional Development cycle to prepare Leadership staff (Principal, APs, ICs, SPED LEAD, SEL Lead, Ops Manager) for staff development and campus culture implementation. During the first week of this training. Leaders will be introduced to campus by conducting team building and self-care activities related to the campus foundation of Social Emotional Health and Wellness. Leaders will also attend sessions, training and seminars related to equity in the areas of culturally and historically responsive literacy, conversation about race and identity, equity in analysis of achievement data, community history. Leaders will also work collaboratively in sessions to learn more about our design thinking and community service programming with The Nuvu Innovation School. Leaders will spend the first week constructing personal and professional goal setting and planning for staff professional development. The first week will conclude with a whole lead team meeting to confirm all items to be complete during week two with clear deadlines and follow up to ensure that all items are completed in a timely manner and ready for the teacher to return and begin the year. This will include scheduling time with teacher leaders who will be presenters or co-presenters during BOY PD. The second week will consist of PD walkthroughs and real time coaching of leaders to finalize all presentations and materials for teacher BOY training.

Following the two-week leader camp, teachers will report to campus to begin week one of their Culture Camp. During this week teachers will begin to dive into the foundational cultural norms of our campus. The week will follow an arc that allows staff to explore themselves, their community, their belief systems and ideologies, our country and the realities that exist within it especially as it relates to equity both currently and historically, our campus community and their place within this equation, our students and their families. After examining these topics, we will dive into our cultural mission and vision and how we will redefine many of the realities that we have analyzed throughout the week. As a part of Attachment 24 (pp 390-398) you will find a schedule related to culture camp for staff. Within the schedule you will find PD focused equity, culture and SEL, particularly for Special Populations students. By giving our teachers consistent and effective development

to address the needs of all students within their classrooms we can ensure that equity in not an option at JPA. Each of training day will be mandatory and included in contracted days for all salaried staff. Hourly staff will be compensated to meet the total hours included in the Professional Development cycle.

Professional Development Scheduling—: Because of the innovative nature of our campus structure, we will provide added planning time and professional development for our staff daily. Our yearly, weekly and daily calendars are constructed to allot for this much needed collaboration time. In addition to the 10-day BOY training explained above, our **Yearly Calendar** (See Attachment 25, pp 399-400) allocates 8 full teacher workdays created for data analysis-, short- and long-term planning, team meetings, parent conferences, etc. Additionally, we will allocate each instructional staff member with up to 5 “PD Personal Days”. Staff may use these days to attend external approved Professional Developments. Staff may choose PD that falls under instructional practice, equity practices and training, organization systems, leadership development, SEL practices, certification programming, etc. Examples of potential approved programming providers are Hill Pedagogies, Glenn E. Singleton, Restorative Practices Trainings, Region 20, Together Teacher/Leader, State Certification Testing, CPI Training, etc. As an added introduction to teaching for all first-year educators we will host a special “Training Day” Session on the Friday preceding All Teacher Report day to begin each year. This day will give all those new to education a crash course on the profession, relevant resources to assist them in their development, introduction to their coaches and mentors, etc.

Our **Weekly Schedule** (See Attachment 26, pp 401-415) creates 2 hours and 30 minutes for weekly differentiated Professional Development. Based on our Flex Friday schedule, students have an early release day each Friday at 1:30. Teachers will conduct PD from 2:00-4:30 to close out the week each Friday. In total that equals 33 days of PD and 82.5 additional hours of training. Teachers weekly PD options will be based on several factors (1) Relevant data points as it relates to Special Pops, Achievement Data, Assessment Data, Staff Surveys, Leadership Input, etc., (2) Flex Friday Needs, SEL Needs, Cultural Data, Ops Needs, Upcoming milestones, events, new or revised systems and procedures, etc. (3) Staff Evaluation Tiers, and (4) District Mandated Trainings or Professional Development from the Executive Director. All these factors will be used to determine PD pathways for staff. These PD topics will be determined, scheduled and finalized during weekly Leadership Tactical Meetings as a recurring agenda item with a two-week advanced window for PD selecting and session creation. Leadership will dedicate at least one session per week to training in Special Populations to ensure student growth measures are addressed on a consistent basis.

The **Staff Daily Schedule** (See Attachment 26, pp 401-415) Provides 130 minutes of conference/planning time for all Full Time Teachers and Co-Teachers in Tested Subject Areas Monday-Thursday each week. Co-Teachers in non-tested subjects will receive 80 minutes of planning Monday-Thursday. This time does not include a 30 Minute duty free lunch. This time will include daily individual and group planning time. This

collaborative planning time will include content, grade level, special pops, SEL and PLC planning sessions on a weekly basis. This time will also include a weekly coaching check-in to ensure consistent staff growth and improvement. This length and frequency of coaching cycles will be discussed later in this section.

Staff Support and Evaluation: JPA Staff Support and Evaluation will be closely related and inform campus actions throughout each academic year. We will start each year with a teacher tiering process that will begin mid-summer with the Leadership Team. During this session, all teachers will be evaluated based on years of experience, relevant achievement data, any available evaluation history, flexibility, certifications, future aspirations, content knowledge, progress on the Get Better Faster Rubric and rating on TTESS domains https://www.teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf. Teachers will be ranked in five Tiers that will determine their specific support, coaching and development pathways. The tiers are as follows (1) **Tier 1: Novice.** This category will apply to all teachers who are new to education (less than 3 years), all teachers who have no relevant history of student achievement data, any teachers teaching outside of traditional subject areas, any teachers in Phase 1 of the Get Better Faster Rubric for Management or Rigor and any teachers who are ranked as needs improvement in their BOY ratings in 2 or more categories for TTESS. These staff members will be assigned Mentor teachers, receive one observation/feedback cycle per week, receive one co planning/real time coaching cycle per week, be assigned to Tier 1 Friday PD sessions which will be conducted weekly by teacher leaders (Tier 4&5) to practice specific teacher instructional and management best practices. These sessions will be heavily based in hands on learning, planning and practice. The training will be created based on direct data from instructional leaders identifying Tier 1 teacher trends in action steps based on in class observation and feedback. (2) **Tier 2: Developing.** This category will apply to any teacher formally categorized as novice, any teacher new to education who is still developing instructional practices, management, content knowledge, any teacher in Phase two of the Get Better Faster Rubric for management or rigor, any teacher rated as developing in two or more categories for TTESS. These staff members will work consistently with their instructional coach, special pops staff in weekly planning sessions, have weekly observations with real time coaching, weekly feedback meetings based on the observation, be assigned to Tier 2 Friday PD sessions which will be conducted in conjunction with instructional coaches and special populations teams. These sessions will be more heavily based in deeper instructional practices, differentiation processes and practices that create more effective learning environments for students. Much like the Tier 1 process, these trainings will be based on data gathered by the coaching teams (3) **Tier 3: Proficient.** This category will apply to any teacher who has exhibited growth in instructional practices and classroom management, any teacher previously rated as developing, any teacher in Phase 3 of the Get Better Faster Rubric for management and rigor, any teacher rated as proficient in two or more categories for TTESS. These staff members will also work predominantly with instructional coaches and special populations team in weekly planning sessions, have weekly planning sessions, have biweekly

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observations with real time coaching, biweekly formal feedback meeting, weekly feedback if requested for specific needs, be assigned to Tier 3 Friday PD sessions which will be conducted in collaboration with instructional coaches, special pops teams and Tier 5 teachers. These training will focus on specific trends to develop teachers from proficient to accomplished and distinguished. Teachers will have a level of choice in preferred PD that will address their individual needs. We will conduct monthly inquiries with Tier 3 teachers to determine forthcoming training needs based on relevant data. (4) **Tier 4: Accomplished.** This category will apply to any teacher that we have selected as a potential future leader within the organization as explained in the Superintendent Qualifications section. These teachers may currently hold teacher leadership positions or are being considered for leadership in the future, any teacher in phase 4 of the Get Better Faster Rubric for management or rigor, any teacher rated as accomplished in two or more categories for TTESS. These staff members will work predominantly with campus and instructional leaders in biweekly PD preparation sessions and personal PD sessions to develop staff on the dual pathways of leadership and instruction, have at least one formal observation/feedback session per month, at least one focused real-time coach opportunity per month, at least one co planning session per month, two full day PD sessions on Friday, two full days of leading PD on Friday. Teachers at Tier 4 along with Tier 5 teachers will have first choice for off campus PD as well. (5) **Tier 5: Distinguished.** This category will apply to any teacher that has been selected as future leadership candidates and has begun the "fellowship" processes to be promoted (also addressed in Superintendent Qualifications section). These teachers are teacher leaders who have been assigned a Lead Team Mentor, participate in weekly shadowing sessions with leaders, are in the Stretch Rigor phase of the Get Better Faster Rubric, and are assigned two or more distinguished ratings on TTESS. These staff members will work predominantly with the campus leader in PD throughout the week in the form of observation, feedback, real-time coaching, weekly data meetings, conducting PLCs, Content or Grade Level Meetings. Additionally, these teachers will act as coaches and evaluators for co-teachers with the guidance of the instructional lead team. These staff members will also be assigned at least 3 off campus PD opportunities throughout the year to increase development based on a specific plan to fill observable knowledge gaps as present in data gathered to date. Tier 5 teachers will collaborate to create and present PD for lower tiered teachers at 3 weeks on (leading PD) 1 week off (attending Friday PD) cycle.

JPA will also implement Instructional Leadership Practices from Uncommon Schools' Get Better Faster Rubric. These tools include the Real Time Coaching, Weekly Data Meeting, and the See It, Name It, Do It process that is the foundation for Observation/Feedback cycle for instruction and culture, PD cycle format. (Attachment 24, pp 390-398)

Teacher Tiers will be revisited quarterly. This conversation will drive end of quarter progress to goals conversations with each staff member where they will discuss processes and make any needed adjustments to tier and training processes to increase the likelihood of growth throughout the year. This process will act as the formative evaluation process

that closely measures staff growth in specific growth and target areas and is largely driven by the staff member and their coach and be more intentionally based on their progress in mastering the Get Better Faster management and rigor phases.

Teachers' formal summative evaluations will be conducted using the TTESS system. The campus principal and all assistant principals will be required to be TTESS certified and conduct this formal evaluation each year. This process will be conducted in 4 major phases. (1) initial rating, (2) mid-year review, (3) formal observation and rating and (4) end of the year conference. This process also includes document walkthroughs and a pre observation conference with the teacher to prep for the formal observation. Please see the formal process as **Attachment 24** (pp 390-398) of the application.

Any teacher not meeting expectations will use the above processes to be proactive and create tiered services to provide additional support for struggling teachers. This process will also allow our leadership team to have consistent conversations and utilize strategies to improve performance or identify staff who are not able to meet expectations. As a first step any teacher identified in Tier 1 or 2 will have the highest level of support on campus. Their progress will be monitored on a weekly basis and kept as a recurring agenda item for the Lead Team Tactical. At each mid quarter mark this item will be expanded to discuss more specific action steps for these teachers. Any teacher who has not shown growth will be placed on the weekly walkthrough observation list in which all members of the lead team target specific hotspots to brainstorm solutions. Any teachers who have not shown growth after a cycle of walkthrough coaching will then be placed on an improvement plan. This plan's length can range from 4-8 weeks based on the coaching process and impact on student's ability to learn at a high level. For example, a developing teacher who has previously been on an improvement plan may receive a shorter turnaround for their improvement plan, whereas a more novice teacher who has not previously been on an improvement plan may receive a longer grace period.

Operational and Financial Plans

School Calendar and Schedule

School Calendar: Our proposed school calendar would begin August 22, 2022 and end June 10, 2023. We will use 9-week quarters and 18-week semesters systems. All students in middle and high school will have 77,220 instructional minutes during the school year though scheduling and specific minutes by content may vary as outlined in the **Instructional Minutes** section below. When creating this schedule we considered the following factors: (1) Our student population/body's need for increased instructional minutes based on potential instructional gaps, (2) our focus on intentional culture that is inclusive and reflects the race culture and identity of our community, (3) best practices

from high performing schools in traditional public school districts, high performing public charter schools and high performing private and boarding schools serving students of both diverse and specific populations that mirror our student population.

Additional minutes will be provided during after school tutoring and summer school for students who require additional intervention. JPA will also observe the following holidays annually: Labor Day, Indigenous People's Day, Fall Break (Thanksgiving), Winter Break, Martin Luther King Day, Good Friday, Battle of Flowers, and Memorial Day. We will have an additional 14 days allocated for teacher in-service and professional development. These days include 8 days for Quarterly Parent Meetings and engagement for report cards, schedule setting, celebration and progress monitoring.

Middle School and High School Instructional Minutes: Monday-Thursday, all students will start at 7:30am and end at 4:00pm. On Friday, they will start at 7:30am and end at 1:30pm. These schedules will apply to all grade levels. For each schedule, dismissal transition will begin at the time listed above. Middle and high school teachers will attend professional development between 1:30-4:30pm on Fridays.

All grade levels will receive **450** instructional minutes per day Monday-Thursday. This will include 75 minutes that account for student self-care, lunch and recess. Students will have **345** minutes Fridays which includes a 60-minute lunch and Friday Celebration. This will equal a total of **2,145** minutes of instructional minutes per week. With these total students will receive **77,220** minutes of instruction per year.

In considering instructional minutes for core content two major factors should be considered. (1) Students at varying grade levels will have instructional minutes that reflect their assessment patterns, (2) Students' minutes may vary based on elective selection and high school pathways. For example, middle school students may have increased minutes in core content based on their assigned state testing requirements. This can be displayed in a 7th Grade portfolio which may have increased instructional minutes in Language Arts to account for the needs of students will have as it relates to the Writing Assessment taken during this year. This is also prevalent as it relates to students in the 8th grade who are assessed in all four core contents.

Additionally, each quarter students will select an elective to supplement their core education. 4 of these 5 electives will be based in core grade level TEKS and act as practical application, intervention and extension of grade level skills, these courses can. This gives students an additional Block of minutes on a quarterly basis. For example, a student who chooses an elective from each of the Core Content categories will gain an additional 1,080 minutes to each of their content minute totals. Daily students will have a total of 120 minutes for ELA, 60 minutes for math, Science and Social Studies. When adding in the elective schedule students will gain at least an additional 120 minutes in the content area of choice electives based on the criteria mentioned above.

In considering instructional minutes for High School two major factors should be

considered. (1) Students at total subject area minutes may vary based on pathway and specific parameters associated with coursework, (2) Students' minutes may vary based on elective selection and high school pathways.

Student Recruitment and Enrollment

Student Recruitment Overview: RPS has conducted and participated in multiple events that were targeted towards areas that could potentially host our first campus, JPA. We have held empathy interviews and compiled a mailing list of 119 people who are community members, families, local businesses, educators, nonprofit organizations and community leaders. This list of individuals grew organically throughout the process as each person that we met with was asked to introduce us to at least one new person to connect with about our mission and school. Each member of our mailing list receives our monthly newsletter which keeps them informed of our progress towards and beyond the approval process. Each of these individuals has provided some input into our design model and those with students who could attend our campus by grade level and age have pledged to enroll upon approval. We have also worked with organizations such as Families Empowered who hosted both of our Community Information Meetings virtually during the hiring process and have additionally provided us with detailed heat maps that outline family school choice data for our proposed area (78210 + 10-mile radius). Additionally, we have spread the word through our website which provides an opportunity for community members to set up one on one virtual meetings with our founder on the home page. We are also active on social media with both Facebook and Instagram pages. If approved, we will continue to use these platforms to keep parents informed and begin our recruiting process by largely using those individuals who have joined the Revolution to continue to be our biggest marketing tool while also using targeted and data-based decisions moving into our formal student recruiting protocols. Please find a detailed schedule with milestones related to recruitment included in Attachment 30 (pp 422-426).

Our enrollment and marketing processes will operate year-round and be managed by our Operations Manager and their team, with all school staff members supporting the processes as needed. We will work to ensure that all marketing, events and policies are conducted or translated in English and Spanish, and will communicate that our school is a great fit for English Language Learners, Students with Disabilities, "at-risk" students, "gifted and talented" students, students perceived to have significant academic gaps, etc. (see Attachment 27, pp 416-417) We will work with Community Partners to ensure that we are reaching the families of students in categories that we have mentioned above. We will also ensure that we take targeted action to distribute marketing information at community centers, retail facilities, community events, etc. We will use these opportunities to chat with interested parents to address why we are fully prepared to begin the process of learning at a high level at JPA. For example, we will obtain a list of

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potential families from Families Empowered and, after conducting interviews to determine specific needs, we can present parents with the personalized services their student will receive at JPA to enhance his or her academic experience. This would look like us connecting a family with free or low-cost physical therapy for a student with a disability through our community partnership with AIM or securing a scholarship for a student to attend dance classes at the Carver Community Cultural Center who have acted as partners in our community design programming. By creating these community connections, we can enhance our recruitment processes by creating avenues for families to feel that our facility is truly a hub for knowledge, tools and resources. This is inherently the mission of Revolution and James Prep.

In creating and rolling out student recruitment campaigns, we will work with consultants who are experts in marketing and equity to ensure that campaigns emphasize access to reach diverse populations. This may look like recording events to create online and cell phone accessible video databases for parents who may have irregular work schedules. This can also look like scheduling virtual meeting options that can be more convenient to diverse scheduling sessions. Other options are webinars, home visits, audio text releases for those with reading difficulties, etc. We will also contract recruiters to work with our office staff to conduct door to door canvassing to recruit students and families for our campus. Of course, we will make considerations for safety given the current realities of COVID 19 and safe social distancing should those restrictions remain in place.

Evaluation Processes: Our first-year enrollment target will be 225 students. In order to reach this goal, we will need to recruit at least 28 students per month from September-August. We will implement a plan that uses this metric as a baseline. This plan could use a formula that calculates how a small percentage of formal engagements will produce a fully enrolled student and use that percentage and a base for the number of interactions that are needed per month to reach that goal. For example, if based on historical data we theorize that 10% of 100 interactions produce an enrollment, we can set up a schedule that produces at least 280 parent, family and student interactions during the calendar month. In the review process we can revise this formula and in turn create more appropriate strategies to reach the desired goal each month. The board will act as both a guiding voice in this process and will actively attend community events to both engage the community and provide feedback into the recruitment process based on specific areas of expertise. Should we reach a point that our strategies are falling well short of the mark consistently we will revisit all practices with the campus leaders (Principal), Executive Director and any appropriate board members based on committee placement. Our goal is to create a culture where our greatest marketing strategy is our parents, families and students who will tell the true story of who we are as an organization. We have allocated \$20,000 during Year 0 for marketing and student recruitment, with additional funds allocated each year to continue recruitment. (see budget line 112)

In case we find issues with student recruitment we will increase recruitment activity by

involving staff in volunteer opportunities to assist in the recruiting process. We will also use our marketing budget to find alternate marketing opportunities to increase our overall reach to potential families.

Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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Facility Not Identified

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

Ideal Facility: The ideal facility for James Prep would be located in the 78210-zip code or within a 10-mile radius of the 78210 which is our proposed geographic boundary. The facility would be zoned for a school facility and located within a neighborhood. We would desire adequate space for parking. The ideal facility would consider our growth pattern and have two buildings on one campus - one building for grades 5-8 and a second for 9-12. At full scale we would require 40 classrooms to accommodate for 3 classrooms and two flex spaces for each grade level (5-12). These flex spaces would act as space for team planning sessions as well as pull out spaces and elective classrooms. and an additional 16 classrooms for science labs (4 middle school, 2 for high school), 2 art rooms, 2 music/broadcasting rooms, 2 storage spaces, 4 large spaces that can be partitioned off to allow for learning pods, enrichment activities and group activities. We would require one gymnasium and one large cafeteria space. We would require flex outdoor spaces that can act as space for recess, outdoor workspace, garden space and any physical education activities. James Prep would require a full front office space in each building to account for ops, instructional leadership, SEL and Special Populations staff, a flex teacher workroom/breakroom and 4 conference/workshop rooms to accommodate meetings and Flex Friday Design Thinking activities. To calculate the required square footage needed for our facility at capacity we have considered 85 square feet per student. With a full capacity enrollment of 800 students, we can estimate that our space requirement would be 68,000 square feet. This facility embodies our need for flexible space that allows for community events and student collaboration. It also outlines our need to create a peaceful and inviting space for our students. The use of natural light and practical outdoor spaces we can ensure that our facilities match our cultural needs.

Minimum Needs: The facility for JPA would be located in the 78210-zip code or within a 10-mile radius of the 78210 which is our proposed geographic boundary. The facility would be zoned for a school facility and located within a neighborhood. We would desire adequate space for parking. During Year 1 James Prep will launch grades 5-7 (225 students), we will require 12 classrooms, 4 rooms for each grade level, 3 classes for science labs, a front office, 2 flex spaces for meetings or design thinking work, 1 art room, 1 room for teacher workroom/lounge, 1 large room that can be partitioned, 1 large multi-use space for physical education, cafeteria and large group assemblies and 1 large storage space. We will also require multi use outdoor spaces for recess, any physical education activities, garden and outdoor workspaces. By using the 85 square foot formula with 225 students in our founding class we will require 25,500 square feet during year 1. Much like the ideal facility mentioned above our minimum requirements illustrate the mission, vision and programming that we will implement at JPA. We have accommodated for students to have adequate spaces for our design thinking, and non-conventional learning spaces. This is evident in our push for outdoor learning space, our flex spaces and conference rooms which will allow students to learn in pods, lectures, workshops and design thinking spaces that can easily be converted to meet the needs of our students.

Additionally, the additional classroom spaces for each grade levels will allow spaces for teachers to meet and plan as teams without interfering with student learning in the process. We have also accounted for large gathering places for us to come together to celebrate our victories on a regular basis. There will be space for our Special Pops, Lead Team and SEL Team to meet with each other as well as with parents and students in spaces that are ideal for meetings that may discuss sensitive and confidential information. For each additional year James Prep would need to add approximately 6 classrooms including a science room and 2 flex spaces.

In the case we need to start with a minimum space, we will temporarily lease a space that has the flexibility to accommodate growth, whether it be through renovation or land that holds modular buildings until we are able build or acquire a permanent space for our campus. Our goal at James Prep is to be in a permanent location by the start of Year 4. Our plan is to secure a location that either has a building that can be renovated or to acquire land and build our middle and high school. Option 1 would have a shorter timeline and could potentially have us in a permanent space by the goal of Year 4. Option 2 could push the goal date to Year 5 based on construction timelines.

Facility Acquisition Plan: RPS, JPA and our Executive Director will work closely with CEP in the facilities acquisitions process. As the sponsor of a school incubator fellowship, CEP has experience in working with founding leaders to ensure that facilities are acquired in a timely and efficient manner. This process has already begun with

structured professional development as it relates to facility acquisition. This programming includes sessions led by Building Hope and Open Architects which have covered topics such as finance, the acquisition process, estimating and imagining the ideal space, policy and regulations, etc. CEP will also support in the processes of market analysis, selection criteria, plans to secure financing, timeline and cost. Our board chair, Dr. Harris can also provide incite in this process as he was the board treasurer for SA Prep and actively involved (Buin land and facilities acquisition for the campus. (see budget line 134)

Additionally, these consultants have been kept on retainer to provide one to one support as needed throughout the fellowship year. CEP has also created partnerships with local and national funding resources to assist with facilities acquisition. These partners have provided funding to founding campuses such as The Gathering Place which is a CEP fellowship graduate. The facility acquisition process will begin its initial stages during the spring of 2021 when we will work with CEP to begin to determine what locations will be ideal for James Prep. Upon approval we will begin the formal land acquisition process with the goal of finalizing acquisition by January 1, 2022. In addition to the support offered through CEP our Board Chair Dr. Milton Harris is a real estate broker with a depth of knowledge in the field as well as his work as a member of a founding board responsible for acquiring founding land acquisition at SA Prep. JPA will ensure that any renovations or construction that is done will meet all local building codes and meet standards of the Americans with Disabilities Act to ensure that our campus is a fully inclusive space. Additionally, any leased space will have no member of the applicant team be within the third degree of consanguinity to the lessor. (see budget line 127)

Transportation

Transportation Overview: RPS will provide equitable school options for students and families, which requires ensuring transportation is not a barrier to access. With this in mind, we will provide a varied approach to transportation that gives our families an option that works best for their realities. At the same time, this approach will allow us to maintain fiscal responsibility in a space that causes budget strain if not effectively managed. Our initial process, like many processes with our organization will have begun with research and data in mind. This is especially important as we finalize our facility's location. In addressing transportation at James Prep specifically we will create a detailed transportation survey that all prospective parents will complete. This survey data will provide a clearer picture in order to making refined decisions on transportation at the campus. This survey will address issues such as: How far do you live from our campus? What is the best option for your student to be transported to school? How long is your

students commute to school? Are there any outside factors that affect students commute to school (Work schedule, lack of transportation, etc.)? This survey will give our Ops Team consistent data related to transportation and the options that are most viable for our students and families.

From this data we can begin to implement our comprehensive transportation efforts. There are multiple options that we can consider as options for families. In considering these options we have examined a few factors: (1) Does a student have a more than 30-minute walk to school, (2) does the student have longer than a one-hour bus ride, (3) does the student have more than one bus transfer in their commute, (4) is their walk to school a safe pathway, (5) what is the average distance for our students to travel to campus. After considering these factors we have assumed the following options that our school community will use to get students to school. (1) Parent Drop Offs, likely the most popular option for families, (2) Walkers as many of our students may live in close enough proximity for their students to safely walk to school. This is an option that we will champion as appropriate for families. We will additionally work with the community to ensure that students are safe on their way to and from school. For example, our community engagement team can create a walking bus for areas that may be considered unsafe for student travel. This system would allow parent volunteers to work with campus staff and community members to create safe drop off zones where students can walk in groups with volunteers and campus staff to ensure safe travel. (3) Public Transit Passes, for families with longer commutes our campus can work with VIA to acquire bus passes for our families. This is a courtesy that we can extend to parents who would like to ride alongside their student to ensure their safety to and from school. This is a concept that is especially important for our younger middle school students who may need to ride at early morning or late evening hours, (4) Limited daily rides to and from transportation service. As a courtesy to families with extreme transportation concerns, we will provide some limited to and from service.

RPS will take a conservative approach to this process, review data frequently and adjust the program as needed. For example, Year 1 JPA will purchase a campus transport vehicle for school business. For this purchase, the campus will purchase a 10-passenger van which will be property of the campus. To start Year 2, the campus will purchase additional vans for the campus's transportation needs. This will give the campus 3 vehicles able to transport up to 30 people including the drivers. This number can be adjusted based on survey data collecting related to transportation leading up to the Year 1 launch. For example, if demand increases from our projected 15% of students needing daily service (45 students) to 30% (90 students) we can adjust our proposed vehicle needs. This data will be analyzed on a quarterly and yearly basis to create space for transportation cost and need to be a consistent part of operations and fiscal planning. (see budget line 107)

There are several items that we see as benefits to using a van system as opposed to a bus

system: (1) Cost and practicality; (2) Vans are campus property and can have a multiuse function (e.g., recruiting trips, small group trips, field learning opportunities, incentives, etc.); (3) Staffing becomes an easier and more flexible process. For example, the campus can employ parents or community members seeking employment. These individuals would complete a full application process with background checks, driving records check, license validity. We strive to keep innovation as a foundation of all that we do, and our campus will strive to consider programs that introduce low or emission free vehicles as a part of our transportation model and will seek out programs and grant funding to ensure that we can be models for our students of the importance of protecting our environment.

Students with Disabilities: As it relates to students with disabilities, we will ensure that equitability is at the root of all we do. By analyzing data, we will determine the best course of action for transporting students with disabilities. There are several options that we have considered in this matter. (1) Our vehicle purchases will be influenced by the data that we gather during Year 0. For example, if we determine that we have a sufficient number of students with disabilities we will consider this in our initial Year 1 vehicle purchase; (2) We will research local vendors who specialize in providing transportation for student with disabilities and contract out the service if we have a limited number of students who are in need of the service; (3) we will research free and low cost services for families to connect families with community organizations if applicable to the situation. Our mission is to ensure that any student that requires transportation will receive consistent transportation.

Extracurricular Activity: As mentioned previously in this section James Prep will invest in three ten-passenger vans which can be used for small group transportation needs. For larger transportation needs we will allocate funds to utilize yellow bus services or charter bus services for longer travel trips. As much as possible we will make detailed travel plans that allow us to utilize our campus owned transportation for all trips. For example, we will create staggered trip schedules that allow us to drop off and pick students in 25 student waves throughout the day instead of transporting an entire grade level cohort all at once. (budget line 107)

Start-up Plan

Start Up Plan: RPS has \$410,000 budgeted for the startup year. The budget includes \$300,000 in CSP grant funding for the startup year, \$50,000 from the Brackenridge Foundation and Choose to Succeed for a total of \$100,000. (see Attachment 33, pp 437-439). The funds also include a \$10,000 grant associated with our ED's admission into the High Tech High New School Creation Fellowship. These funds can be used for school related initiatives, Professional Development, travel, marketing, community outreach and piloting. Additionally, during the start-up year RPS will hire the Executive Director on a full-time basis, with a salary of \$100,000. (see financial workbook, personnel tab, line 12)

The Operations Manager will also be hired January 2022. The annual salary for Ops Manager is \$75,000. (see financial workbook, personnel tab, line 14) The Office Manager and Assistant Principal will both be hired by March 2022. The annual salary for Office Manager is \$60,000 (see financial workbook, personnel tab, line 16) and \$65,000 (see financial workbook, personnel tab, line 23) for Assistant Principal.

During Year 0 RPS has allocated \$20,000 for accounting and auditing contracted services. (see budget line 81) We have budgeted \$10,000 for legal services for Year 0. (see budget line 82)

During Year 0 we have allocated \$750 for board expenses (see budget line 97), \$67,000 for furniture and equipment (see budget line 102), \$48,000 for technology (see budget line 104), \$6,000 for office expenses (see budget line 109), \$4,500 for staff development (see budget line 110), \$4,000 for staff recruitment (see budget line 111), \$20,000 for marketing and student recruitment (see budget line 112), \$400 for travel (see budget line 114) and \$750 for Fundraising (see budget line 115).

During Year 0 we have allocated \$7,500 for insurance fees (see budget line 125), \$19,650 for facility lease or rent (see budget line 127), \$1,667 for Maintenance (see budget line 128) and \$5,000 for utilities (see budget line 130).

Board Role: Upon authorization, the board will meet on a monthly basis to monitor and support the implementation of the start-up plan. The board will also form committees to monitor specific aspects of the plan and school model. As observed in Attachment 30 the startup plan has been broken down into buckets of work that will be monitored by board committees. These committees and responsibilities are as follows: Academics- Curriculum and Instruction, Finance and Operations- Facilities, Recruitment and Enrollment and Community- Fundraising, Technology and Innovation. During the August meeting the board will work with the ED to set goals for each segment of the startup plan and all progress monitoring protocols for Year 0. Each committee will work with the Executive Director to execute all components of the start-up plan, review and analyze data in relation to progress on the plan. The finance committee will have oversight of all spending related to the startup plan. A dedicated agenda item will be the board approval of all fiscal needs prior to the allocation of funds during startup. The Executive Director will provide detailed reports on progress and finances during each meeting to allow for collaborative review of milestones and strategic planning for the plan moving forward.

Staff Allocations: The ED will work on a full-time basis beginning in September 2021. The Operations Manager, Assistant Principal and Office Manager will also be hired during Year 0 (see budget line 77). Additional staff will be hired in the remaining 6 to 8 months leading up to the start of school. This additional staff will support various start up activities such as recruiting, parent and community engagement, academic, cultural planning, etc. A detailed start up plan is included as Attachment 30 (pp 422-426). The Ed will oversee all

activities in the startup plan. Other staff will work in collaboration to ensure all items are completed in a timely manner. For example, Operations Staff will focus on recruitment, enrollment, facilities and school operations. Instructional Staff led by the Assistant Principal will work on curriculum, instruction and assessment.

Contingency Plans: Based on the allocation of funds the Board and ED will make the adjustments to allocations and salaries as appropriate. The budget also allows \$15,000 for contingencies in case of budget shortfalls. The board would also work with the Executive Director to secure funding to continue with the startup plan as laid out in this document.

Financial Planning

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

Planning, Policies and Procedures: The board for RPS will adopt annual parameters for the fiscal year. All operations and leadership staff responsible for finance will use these parameters as a guide for their work. The ED under the guidance of the board will define clear roles and duties for the Operations Manager to carry out daily as it relates to finance. This may take the form of requiring a signature from the Principal and Operations Manager in order to process payments or purchase orders under \$5,000. Any payments above \$5,000 will need a signature for the ED and board treasurer. The Operations Manager will be the point person for all contracts, billing and invoices. The Operations Manager will also be responsible for any back-office providers that provide services for the campus. The Office Manager will be responsible for all record keeping related to finances throughout the year. The Office Manager will create and manage a system to maintain records that is organized and accessible. All HR processes will be taken on by a back-office provider. These processes include payroll, HR documentation, taxes and benefits. The Operations Manager will also be responsible for working with the back-office provider and Office Manager to complete all documentation for annual audits and present to Principal and ED for review before submission.

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Roles and Responsibilities: The RPS Board will be responsible for publicly and legally overseeing the operation, efficiency and ethics of finance at RPS and JPA as well as ensuring compliance with all local, state and federal laws and statutes. The board will approve any policy, operations and budget decisions for the district, while the ED will be responsible for day-to-day school activity. The ED will create an annual budget working in conjunction with campus-based leadership staff to ensure accuracy to the specific campus needs. The proposed 5-year budget and narrative can be found in Attachment 31 and 32 (pp 427-436). This budget will be classified and itemized based on expenditures and their purpose in accordance with all applicable local, state and federal allowances. The ED will then present the proposed budget to the board for review and approval. The budget will be reviewed and amended as appropriate during a formal board meeting and all amendments will be recorded in the meeting minutes. The board will also pay for an annual audit of school finance by a certified public accountant acting as a third party. This audit will be completed within 150 days of the close of business for the fiscal year. The results of this audit will also be disseminated to the public during a formal board meeting to ensure transparency to the public. The board is responsible for examining all financial considerations, metrics, progress towards milestones on a monthly basis and using the finance committee as a sounding board for revisions or additional supports that may be deemed appropriate. The board will be responsible for approving any large purchases or considerations and must give approval for purchases over \$5,000.

RPS will ensure financial transparency to the public and TEA. We will submit the Annual Financial and Compliance Report yearly within 150 days of the close of our fiscal year on June 30th. We will also ensure that our annual budget is complete prior to the close of the preceding fiscal year to ensure that the new year's budget can be present and approved prior to the close of the prior year. This budget will be presented at an RPS board meeting which is subject to the Texas Open Meeting Act and will be open to the public. All board actions will also be outlined in the Board Meeting Notes and summaries will be made available to the public. We will follow all guidelines for public notification of the meeting.

RPS will contract services for back office supports/accounting, student food services, accounting, legal, special education services, waste removal. RPS has budgeted funds for Year 0 and the first 5 years of operation in Attachment 31 (pp 427-429). The allocations for Year 0 and 1 are as follows: Accounting \$20,000 in Year 0 and \$35,000 in Year 1 (see budget line 81), student food services \$243,000 in Year 1 (see budget line 85), legal services \$10,000 in Year 0-1 (see budget line 82), special education services \$20,000 in Year 1 (see budget line 87) and waste removal \$1,125 in Year 1 (see budget line 132).

The RPS board and ED will take the lead in all fundraising efforts associated with our campus. Campus staff will play an integral role in the fundraising process as well. Our campus staff will create a fundraising committee that act as ambassadors to all stakeholders as it relates to fundraising. This committee will assist in the planning, marketing and presentation of fundraising events working with community leaders, staff, parents and students to ensure that all events are successful. The first step in this process will be for the board to set annual fundraising plan, goals and timelines/metrics to measure progress to goals. The Board will be responsible for attending all fundraising events and fostering networks that are aligned to our mission and willing to support us in reaching new heights. The timeline for fundraising will be approved with the budget annually to align these processes and increase accountability throughout the year.

The Operations Manager will be responsible for ensure that all contracts, invoices and payments are made in a timely manner. It is of the utmost importance that we remain in good standing. All open accounts, borrowed funds, leases will be paid on time to ensure that this good standing remains intact.

RPS has created contingencies to offset any lapses in finance. These contingencies are as follows: Year 0 \$15,000, Year 1 \$58,951, Year 2 \$81, 375, Year 3 \$110,966, Year 4 \$140,248 and Year 5 \$198,505 (see budget line 136).



RPS will lean on the expertise of our board chair Dr. Milton Harris who has acted as the treasurer for a founding charter school in San Antonio. (SA Prep). He is also the founder of MB Harris Properties, a financial management firm, and has been a professor of business and finance. He will work closely with our ED and the finance committee to oversee the financial planning and allocation for the campus.

Attachments


Attachment 1: Articles of Incorporation

Provide the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation (and any restated Articles of Incorporation and Articles of Amendment). If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation and the Certificate of Filing in place of the Articles of Incorporation. All forms submitted to the state must be dated prior to **January 20, 2021**.

Texas Certificate of Filing

<p>Corporations Section P.O. Box 13697 Austin, Texas 78711-3697</p>		<p>Carlos H. Cascos Secretary of State</p>
<p>Office of the Secretary of State</p> <p>CERTIFICATE OF FILING OF</p> <p>***Redacted*** File Number: ***Redacted***</p>		
<p>The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.</p> <p>ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of: <u>Redacted**</u></p> <p>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.</p> <p>Dated: 07/24/2015 Effective: 07/24/2015</p>		
		
<p>Carlos H. Cascos Secretary of State</p>		
<p>Phone: (512) 463-5555 Fax: (512) 463-5709 Dial: 7-1-1 for Relay Services Prepared by: Debbie Gustafson TID: Document: ***Redacted***</p>		

Texas Certificate of Formation

<p>Form 202 (Revised 05/11)</p> <p>Submit in duplicate to: Secretary of State P.O. Box 13697 Austin, TX 78711-3697 512 463-5555 FAX: 512/463-5709 Filing Fee: \$25</p>	<p>This space reserved for office use.</p> 
<p>Certificate of Formation Nonprofit Corporation</p>	
<p>Article 1 – Entity Name and Type</p> <p>The filing entity being formed is a nonprofit corporation. The name of the entity is:</p> <p>_____</p>	
<p>Article 2 – Registered Agent and Registered Office (See instructions. Select and complete <u>either</u> A or B and complete C.)</p> <p><input type="checkbox"/> A. The initial registered agent is an organization (cannot be entity named above) by the name of:</p> <p>_____</p> <p>OR</p>	



Office of the Secretary of State

CERTIFICATE OF FILING OF

Revolution Public Schools
File Number: 803836573

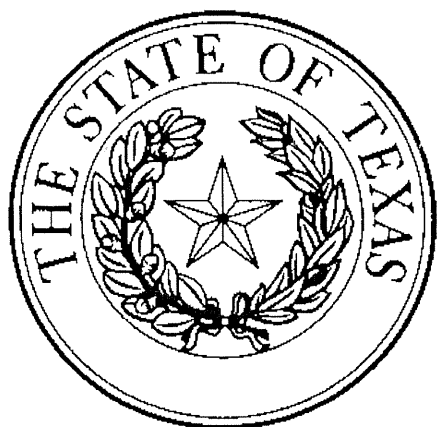
The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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: 11/16/2020

Effective: 11/16/2020



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

Ruth R. Hughes
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

NOV 17 2020

Corporations Section

**CERTIFICATE OF FORMATION
OF
REVOLUTION PUBLIC SCHOOLS**

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 Revolution Public Schools. 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 6535 Port Elizabeth, Converse, Texas 78109 and the name of its registered agent at such address is Anthony Gordon.

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:

Milton B. Harris
3306 Coryell Cove
San Antonio, Texas 78253

Stephanie F. Mendeloff
102 Wellesley Blvd.
San Antonio, Texas 78209

Cedric D. Fisher
3363 E. Commerce, Unit 112
San Antonio, Texas 78209

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 provide high-quality educational experiences for public school students.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

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

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

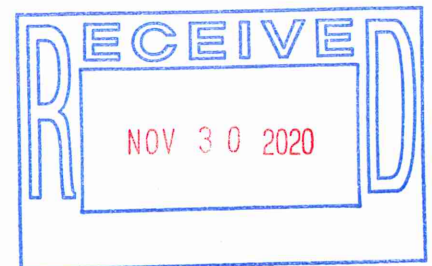
ARTICLE XII

The name and address of the organizer is Anthony Gordon, 6535 Port Elizabeth, Converse, Texas 78109.

Dated: November 16, 2020

Revolution Public Schools

By: /s/ Anthony Gordon
Anthony Gordon, Organizer



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

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 20, 2021**.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **April 8, 2021**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.



Anthony Gordon [REDACTED]

Pay.gov Payment Confirmation: Form 1023

1 message

notification@pay.gov <notification@pay.gov>

Mon, Dec 14, 2020 at 12:20 PM

To: [REDACTED] m



An official email of the United States government



You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023

Pay.gov Tracking ID: 26QN50QS

Agency Tracking ID: 76058624861

Transaction Type: Sale

Transaction Date: 12/14/2020 01:20:04 PM EST

Account Holder [REDACTED]

Transaction Amount: \$600.00

Card Type: MasterCard

Card [REDACTED]

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.



Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020. Applicants must also complete all of the Mandatory Application Information Session Presentations found on the [Subchapter D New Operator Application](#) page and provide the [Certificate of Review Documents](#).⁹³

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 30, 2020 and November 6, 2020. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

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

⁹³ <https://tea.sharefile.com/d-sbbf281662674f0a9>

Dr. Milton Harris

From: CharterApplication <CharterApplication@tea.texas.gov>
Sent: Friday, November 13, 2020 2:50 PM
To: CharterApplication
Cc: Garland, John
Subject: TEA Generation 26 Charter Application Information: Confirmation of Attendance
Attachments: Confirmation of Attendance [Sample].pdf

Importance: High

Hello,

This email is an official **Confirmation of Attendance** for the Generation 26 Application Information Session held on October 30, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,



New Schools Team

Division of Charter School Authorizing and Administration
(512) 463-9575
charterapplication@tea.texas.gov
[TEA Charter School Webpage](#)



Anthony Gordon [REDACTED]

TEA Generation 26 Charter Application Information: Confirmation of Attendance

CharterApplication <CharterApplication@tea.texas.gov>
To: CharterApplication <CharterApplication@tea.texas.gov>
Cc: "Garland, John" <John.Garland@tea.texas.gov>

Fri, Nov 13, 2020 at 2:49 PM

Hello,

This email is an official **Confirmation of Attendance** for the Generation 26 Application Information Session held on October 30, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,



New Schools Team

Division of Charter School Authorizing and Administration

(512) 463-9575

charterapplication@tea.texas.gov

[TEA Charter School Webpage](#)



Confirmation of Attendance [Sample].pdf

762K

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

SPONSORING ENTITY (NAME)

HAS REVIEWED
SELECTED LEGAL TOPICS.PPT

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

SPONSORING ENTITY (NAME)

HAS REVIEWED
CURRICULUM OVERVIEW.PPT

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

SPONSORING ENTITY (NAME)

HAS REVIEWED
SPECIAL EDUCATION.PPT

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

SPONSORING ENTITY (NAME)

HAS REVIEWED
ENGLISH LEARNERS OVERVIEW.PPT

(DATE)

Print and Submit with Application

Generation 26 Application Certificate of Review

THIS ACKNOWLEDGES THAT

SPONSORING ENTITY (NAME)

HAS REVIEWED
STATE ACCOUNTABILITY OVERVIEW.PPT

(DATE)

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 required 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.

S.H. James Preparatory Academy
Published by Anthony Gordon · September 11 ·

If you are an educator looking to expand your curriculum to include more Culturally and Historically Responsive text. Check out my good friend and one of my favorite poets (She don't do favorites though!!! 🤪) [Ebony Stewart](#)'s new poetry curriculum for her classic work *Home.Girl.Hood*.

Ebony is an international, award-winning poet, who lives in Houston, TX. Her work is fascinating, engaging and will speak to the realities of your students from a lens that allows them to be seen and heard. The curriculum is available in versions that will be accessible for both Middle and High School Students, aligned to State and National standards.

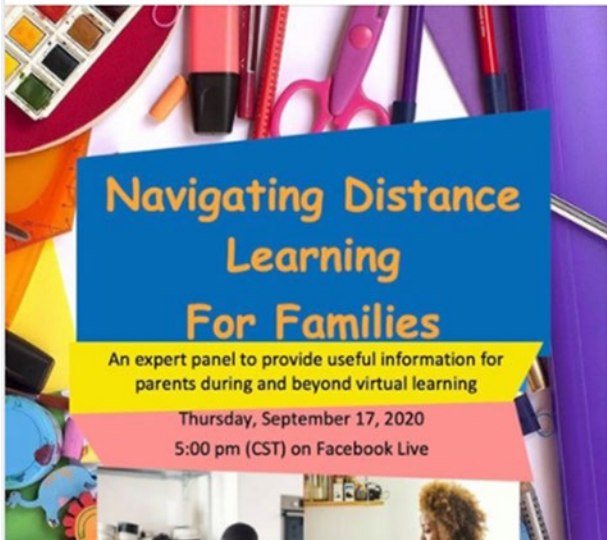


TEACHERSPAYTEACHERS.COM

EbPoetry
Browse educational resources created by EbPoetry in the official Te...

S.H. James Preparatory Academy
Published by Plush Powell · September 16 ·

Tune in to one of our first Facebook Live Streams!!!
Thursday, September 17th, 2020 - 5:00 pm (CST)
Streaming live on the S.H. James Preparatory Academy Facebook Page
<https://www.facebook.com/SHJamesPrep...> See More



Navigating Distance Learning For Families

An expert panel to provide useful information for parents during and beyond virtual learning

Thursday, September 17, 2020
5:00 pm (CST) on Facebook Live



S.H. James Preparatory Academy

Published by Plush Powell · September 18 ·

...

In case you missed it. Our experts shared some great insight and many resources for families Navigating Distance Learning. Remember to Like and Follow our page for more events, resources and information about this new proposed charter.

Powered by

S.H. James Preparatory Academy was live.

Published by StreamYard · September 17 ·

Tune in for an expert panel to provide useful information for parents during and beyond virtual learning. S.H. James Preparatory Academy, a proposed open enrollment public charter school for San Antonio is hosting a forum to provide valuable information, perspectives and best practices for families who are new to homeschooling, dealing with the challenges of distance learning or those who are looking to have a stronger grasp on education during and after the



S.H. James Preparatory Academy

Published by Anthony Gordon · September 22 ·

...

If you are looking for online enrichment opportunities please check out [Maroon Arts and Culture](#) tonight @7 for information on Freedom School.

This live video has ended.

SEPTEMBER 22 AT 7:00 PM

Freedom School Open House

This video is now available to watch

Watch Now

Maroon Arts and Culture was live.

September 22 ·

Meet the teachers and learn more about our enrichment programs!



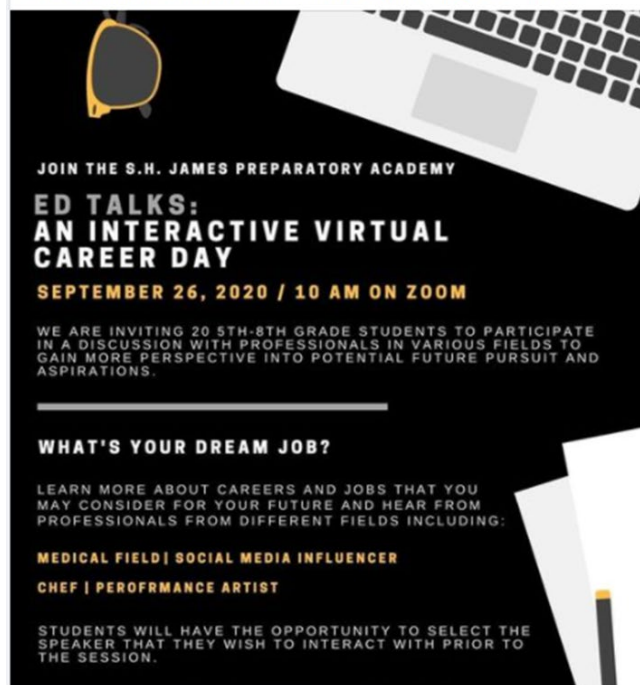
S.H. James Preparatory Academy

Published by Plush Powell · September 24 ·



This Saturday!

EdTalks: Virtual Career Day! Participating parents check your emails for the Zoom link and instructions for Saturday morning's ED TALKS!



S.H. James Preparatory Academy

Published by Anthony Gordon · September 30 ·



Attention: High School Teachers!

If you work with students in the state of TX who are potential first time voters and would like resources that provide vital information about registering to vote prior to next weeks deadline, please click the link below:

<https://drive.google.com/.../1RaIJYkKFH0jc-EDUQ3OVypXL...>

The link contains a bank of resources created by [MOVE Texas](#). These resources provide key information about registering, voter rights and why voting is so important in a student friendly format.

Also, please comment below or inbox for information on how you can receive additional virtual support from a MOVE Texas Fellow.

[#vote2020](#) [#vote](#) [#VoteLikeYourLifeDependsOnIt](#) [#VoteReady](#)
[#rockthevote](#) [#decision2020](#)

DRIVE.GOOGLE.COM

San Antonio Partner Resources, Voter Registration - Google Drive



S.H. James Preparatory Academy

Published by Anthony Gordon · October 3 ·



Make sure you are registered to vote! The deadline is Monday October 5th! We are here at IKEA in San Antonio with [MOVE Texas](#) until 2:30 pm. If you aren't registered come by and fill out a form with the MOVE Texas team!



Hosting an event?



S.H. James Preparatory Academy

Published by Anthony Gordon · October 14 ·



We go live on Zoom tonight. You can still register at bit.ly/3jJpgbE

**Teach The
Vote 101:
Educating Future
Voters**

• **Wednesday, Oct. 14th
6:00 pm (CST)**



EVENTBRITE.COM

Teach The Vote 101: Educating Future Voters

Providing tools and resources for teachers to use in their classroom...



S.H. James Preparatory Academy

Published by Plush Powell · November 22 at 8:39 AM ·



Want to know more about our upcoming events?

Like our page, invite your friends to like our page & Subscribe by Email!

<https://jpacademy.us17.list-manage.com/subscribe...>



JPACADEMY.US17.LIST-MANAGE.COM

S.H. James Preparatory Academy

S.H. James Preparatory Academy Email Forms



S.H. James Preparatory Academy

Published by Cierra Griffin-Powell · December 10 at 10:30 PM ·



Wow!! We have 500+ Followers & 500+ Likes! We Thank you and we appreciate your love and support! ❤️

Please continue to show your support by inviting your friends and family to follow, like & share our page [S.H. James Preparatory Academy](#) !

Please stay tuned for upcoming events and updates!

WE REACHED
500
LIKES!




S.H. James Preparatory Academy
 Published by Cierra Griffin-Powell · Yesterday at 9:13 AM ·

Join Families Empowered LIVE to chat, interact, ask questions with local school leaders and learn more about our brand new proposed charter school on December 18th at 11:30am!

Share, Invite your friends, invite the community and get your free online tickets now! <https://www.eventbrite.com/.../live-qa-with-sh-james...>
<https://fb.me/e/1JKfZq79u>

MEET SCHOOLS
LIVE


Families Empowered

JOIN FAMILIES EMPOWERED
 live on Facebook to chat with local school leaders!

¡UNASE A FAMILIES EMPOWERED
 en vivo por Facebook para hablar con los líderes escolares locales!



THIS FRIDAY AT 11:30 AM CST
Live Q&A with S.H. James Preparatory Academy
 Tickets Available · 49 people



S.H. JAMES
 PREPARATORY ACADEMY

JOIN US

Join Revolution Public Schools first proposed campus S.H. James Preparatory Academy for a Live Q&A sessions hosted by Families Empowered. The event will take place on Friday, December 18, 2020 at 11:30 am. Register below.

RSVP



S.H. James Preparatory Academy

Published by Mailchimp · December 8 at 8:24 AM ·



Revolution Public Schools December 2020 Newsletter -

<https://mailchi.mp/.../revolution-public-school-december...>



MAILCHI.MP

December 2020 Newsletter

Our mission is to mobilize 5th-12th grade students using a personalized, literacy-based-curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future.

S.H. JAMES PREP COMMUNITY MEETING

Fri. December 18th
11:30 AM

New School. Your Vision.

What - Join S.H. James Preparatory Academy, East San Antonio's newest school, for a Live Q&A session hosted by Families Empowered. During the session, founder Anthony Gordon will provide more information about the proposed charter, answer any questions that you have about James Prep and give more information about how you can get involved.

When - The event will take place Friday, December 18, 2020 at 11:30 am. The session will be hosted live on the Families Empowered Facebook page.

How - To RSVP for the 12/18 event [click here](#) and be sure to follow [S.H. James Prep](#) on Facebook for details on any upcoming events.



S.H. JAMES PREP COMMUNITY MEETING

Mon. January 4, 2021
12:30 PM

What - Join S.H. James Preparatory Academy, East San Antonio's newest school, for a Live Q&A session hosted by Families Empowered. During the session, founder Anthony Gordon will provide more information about the proposed charter, answer any questions that you have about James Prep and give more information about how you can get involved.

When - The event will take place Monday, January 4, 2021 at 12:30 pm. The session will be hosted live on the Families Empowered Facebook page.

How - Join us LIVE on Facebook for this event at:
www.facebook.com/FamiliesEmpowered

Learn more about the school, get details on any upcoming events or join the interest list today at:
<https://www.facebook.com/SHJamesPrep/>



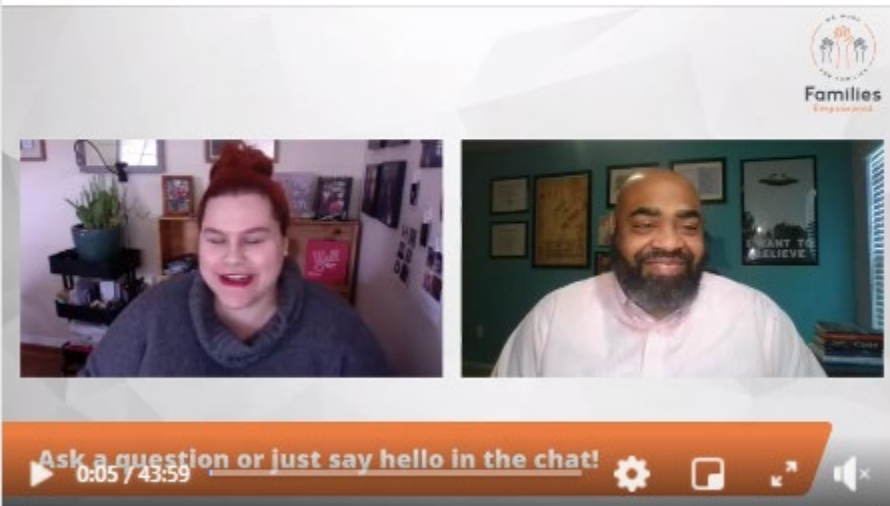


S.H. James Preparatory Academy

Published by Plush Powell · December 18, 2020 at 12:17 PM ·

Thank you to everyone who tuned in for our Q&A with Families Empowered. In case you missed it check out the recording!

#texascharterschool #shjames #satx #schoolchoice #sanantonio #texascharterschools



Families Empowered was live.

December 18, 2020 at 11:30 AM ·

Join us to hear from the school's founder!



Live Q&A with S.H. James Preparatory Academy

2 weeks ago · 1.1K Views



34



S.H. James Preparatory Academy

Published by Plush Powell · January 4 at 11:00 AM ·



We're going LIVE in less than 2 hours!

Click here to Join!

<https://www.facebook.com/FamiliesEmpowered/>.



Families Empowered
Nonprofit Organization



S.H. James Preparatory Academy

Published by Plush Powell · January 4 at 1:29 PM ·



Thank you to everyone who tuned in for our Q&A with Families Empowered. In case you missed it, check out the recording!

#texascharterschool #shjames #satx #schoolchoice #sanantonio
#texascharterschools

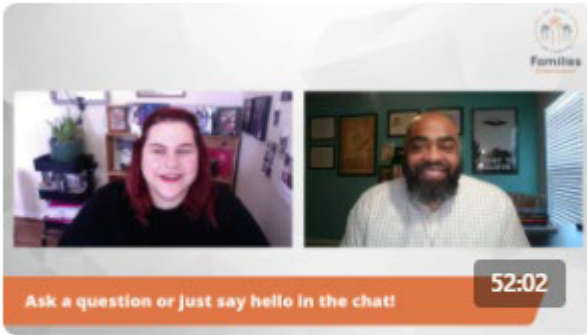


Ask a question or just say hello in the chat!

Families Empowered was live.

January 4 at 12:30 PM ·

Learn more about the new proposed school in San Antonio, get to know the school's founder & join us for our first Meet Schools Live session of 2021!



Learn more about the new proposed sch...



1.2K Views · 2 days ago



Families Empowered

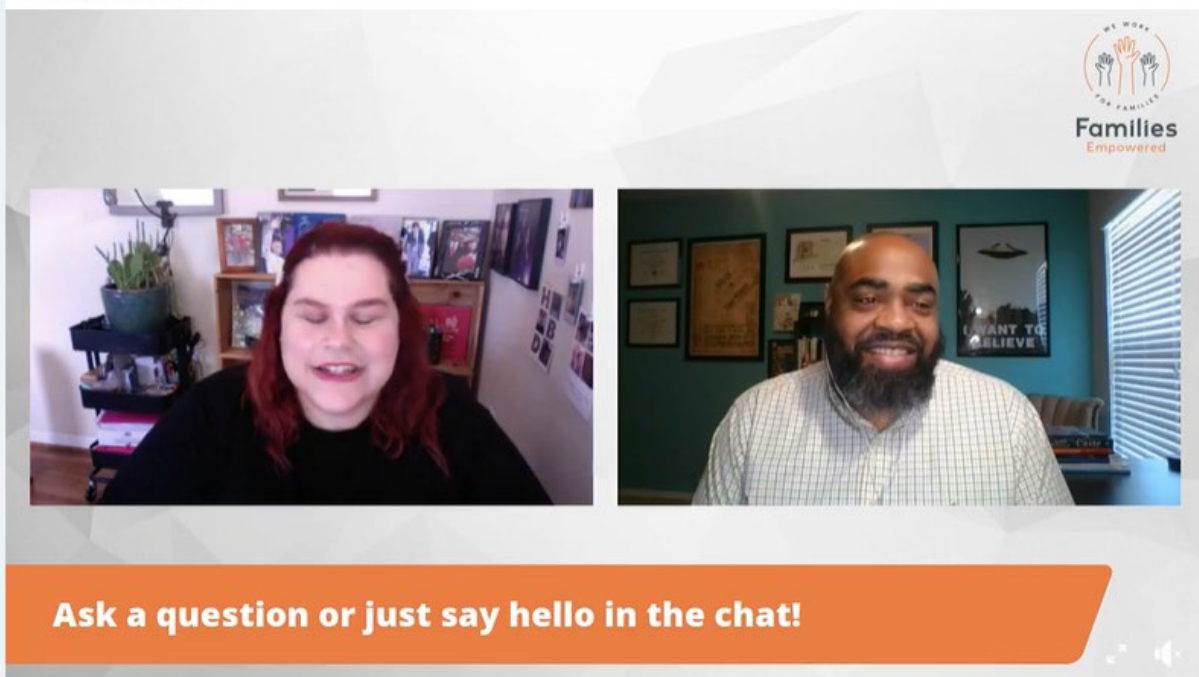
Donate

Liked

Message



Most Popular



Live Q&A with S.H. James Preparatory Academy

Learn more about the new proposed school in San Antonio, get to know the school's founder & join us for our first Meet Schools Live session of 2021!



and 36 others

88 Comments 24 Shares

Like

Comment

Share



Agenda for December 18, 2020 and January 4, 2021
Community Meetings hosted by Families Empowered

December 18, 2020

11:30am-12:30pm

Live on Families Empowered Facebook Page- <https://www.facebook.com/FamiliesEmpowered>

11:30-11:35am- Introduction and Agenda Setting

11:35-12:00pm- Campus Introduction

1. Why did you choose to open a new charter school?
2. What grades do you plan to serve?
3. What is the planned curriculum?
4. What's going to make your school unique?
5. Where are you planning to be located, and why?

12:00-12:20pm- Community Q&A

1. Do you have any specific questions for the audience?
 - a. What is one skill that you use now that you wished you had learned in school?
 - b. What are your dreams and hopes for your students 10 years from now?
 - c. What is missing in school right now?
2. Community Questions for CEO

12:20-12:25pm- How community can get involved and contact CEO

12:25-12:30pm- Meeting closeout and thank yous

January 4, 2021

12:30-1:30pm

Live on Families Empowered Facebook Page- <https://www.facebook.com/FamiliesEmpowered>

12:30-12:35pm- Introduction and Agenda Setting

12:35-1:00pm- Campus Introduction

1. Why did you choose to open a new charter school?
2. What grades do you plan to serve?
3. What is the planned curriculum?
4. What's going to make your school unique?
5. Where are you planning to be located, and why?

1:00-1:20pm- Community Q&A

1. Do you have any specific questions for the audience?
 - a. What are some services, tools and resources that you think schools should provide?
 - b. What is the biggest growth area for your students' current school or district?
2. Community Questions for CEO

1:20-1:25pm- How community can get involved and contact CEO

1:25-1:30pm- Meeting closeout and thank yous



Anthony Gordon [REDACTED]

[Test] December 2020 Newsletter

1 message

S.H. James Preparatory Academy [REDACTED]
Reply-To: us17-a3aa56373c-0aea9ed5a0@inbound.mailchimp.com
To: [REDACTED]

Tue, Dec 8, 2020 at 10:54 AM

[View this email in your browser](#)

REVOLUTION PUBLIC SCHOOLS

December 2020 Newsletter



Mission

Our mission is to mobilize 5th-12th grade students using a personalized, literacy-based- curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future.

Vision

Our vision is to be a community school that creates equity through culturally and historically responsive approaches to academic excellence which will provide accessible pathways to long term success for our students, their families and communities.

Core Values

Page 137



REVOLUTION PUBLIC SCHOOLS WEBSITE IS LIVE!

We have some exciting News to Share!

Our Website has launched! Check it out to learn more about our model that focuses on SEL, cultural awareness and entrepreneurship. You can also sign up to get updates of our upcoming events!

Check it out & Subscribe!

[Check out our Website Here](#)

Don't forget to [follow us](#) on for Facebook for more interaction and upcoming Live events!



**Question List for Revolution Public Schools/S.H. James Preparatory Academy Community
Meetings 12/18/20 & 1/4/21**

Q: Why did you choose to open a new charter school?

Q: What grades do you plan to serve?

Q: What is the planned curriculum?

Q: What's going to make your school unique?

Q: Where are you planning to be located, and why?

Q: Is there any feedback from parents or community members that you're looking to hear?

Do you have any specific questions for the audience?

Q: How can the community support your school as you work to open?

Q: How can parents and community members communicate with you directly?

January 7 , 2021

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

The Honorable Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am writing today to express support for Revolution Public Schools, a proposed network of K-12 open-enrollment charter schools for students and families in San Antonio. The network will focus on mobilizing 5- 12 grade students with a personalized, literacy-based education to cultivate self-aware, innovators to be entrepreneurs. Students will be prepared to be global leaders of the future thanks to Revolution's three guiding principles:

1. Social Emotional Health and Wellness
2. Culturally and Historically Responsive Literacy
3. Community Based Entrepreneurism

The flagship school, St. James Preparatory Academy, is named after Reverend S. H. James, who in 1965 became the first black city councilman for San Antonio representing the city's historic Eastside. A trailblazer, he was instrumental in many of San Antonio's desegregation initiatives of the 60's. His ambition, willingness to lead in the face of adversity, to love and advocate for his community and to use his knowledge for the betterment of society is the inspiration for S.H. James Preparatory Academy and Revolution Schools as a whole.

In these uncertain times, Revolution School's emphasis on social justice, social and emotional support, and entrepreneurial learning could not be more important or timely. And it will begin this journey in the very community that will lead San Antonio become the just, diverse city we strive to be.

As a long-time resident of the East Side of San Antonio, I love my community. It is vibrant, authentic, and rich in history and culture. However, because of historic patterns of segregation, redlining, and poverty, my community remains underserved in many key areas. While our neighborhoods may be changing and experience gentrification, our schools are still catching up. Families on the East side deserve what families in other zip codes take for

granted: quality, accessible *unique* school models in their own community. Revolution Schools would provide just this and more- a school option that honors each child's unique talents, identity, and history.

For these reasons, I recommend the authorization of Revolution Public Schools for San Antonio. If you have any questions or concerns, please do not hesitate to contact me at

[REDACTED]

Sincerely,

[REDACTED]

[REDACTED]

December 22, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for S.H. James Preparatory Academy, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio. I am a cooperative education faculty member at Northeastern University, an institution renowned for its experiential education. From my perspective as an experiential learning professional, I am confident the planned educational offerings at S.H. James Preparatory Academic will help prepare students for academic and career success and provide an excellent option for San Antonio families.

It is critical that students begin thinking about their careers at a young age, but not many schools facilitate such exploration. Anthony Gordon's intention to not only encourage students to consider their careers but to provide concrete lessons to help students develop professional skills will certainly help these students go on to pursue their college and career goals from a foundation of preparation and confidence. The importance of teaching students professional skills and giving them opportunities to practice those skills has been documented in research as well as demonstrated in practice by improved career outcomes for students who participate in active experiential learning. Students at S.H. James Preparatory Academy will greatly benefit from the school's personalized, entrepreneurial approach to education and will be well positioned to become leaders in their chosen fields.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity. If you have any questions or concerns, please do not hesitate to contact me at 617-373-4302 or [REDACTED].

Sincerely,

Dr. Rachel L. Walsh
Faculty Cooperative Education Coordinator
Northeastern University, Boston, MA

Jonathan D. Gutierrez
Bexar County Regional Coordinator
M.O.V.E. Texas

December 16, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

Today, it gives me great joy and pleasure to write this letter of support for S.H. James Preparatory Academy, a proposed high-quality open-enrollment charter school for grades five through twelve on the eastside of San Antonio, under the direction of Anthony Gordon. I am the Bexar County Regional Coordinator with M.O.V.E. (Mobilize, Organize, Vote, Empower) Texas, a nonpartisan, nonprofit, grassroots organization working to build power in underrepresented youth communities through civic engagement, leadership development, and issue advocacy. As a community organizer tasked with connecting San Antonio's youth communities with civic resources and political education, I know that community spaces matter and that allies in the cause of civic education are how we engage hearts and minds in our communities. Having worked with Anthony Gordon, I am confident that S.H. James Preparatory Academy will serve as a community hub for access, tools and resources for our youth to become active citizens, activists, and advocates in our greater community.

High quality and regular opportunities for civic education are essential to sustain a healthy democracy. But the cause of civic education should not fall to any singular institution, rather it is the cause of a community. Additionally, real civic education requires regular and repeated engagement and engagement doesn't just happen—community educators have to cultivate community interest in community involvement. This is why our partnership with Anthony is so inspiring. In partnership with Anthony this past year we have been able to collaborate on packaging civic education toolkits for community educators in alignment with our mission to build centers of civic education across San Antonio. It is for this reason that I am confident that S.H. James Preparatory Academy will serve as a fountain of civic engagement not only for its students but for the broader community, particularly on the eastside of San Antonio.

As the late Nelson Mandela once said, “education is the most powerful weapon which you can use to change the world.” As an organization tasked with helping youth communities of power fully realize their agency in this world, we recognize that we are up against incredible odds. In S.H. James Preparatory Academic, we know we have a partner and ally in the work of building civic capacity among our communities through an investment in high-quality education that centers the lived experiences and agency of tomorrow’s youth in San Antonio and Bexar county.

It is for this reason, that I fully recommend S.H. James Preparatory Academy for endorsement and firmly believe that authorizing this school will provide the San Antonio community and greater Bexar county a political home for additional civic education and community building. If you have any questions or concerns, please do not hesitate to contact me at 956-206-1306 or

[REDACTED]

In Solidarity,

Jonathan D. Gutierrez
Bexar County Regional Coordinator
M.O.V.E. Texas
515 Pierce Ave, Unit 8255
San Antonio, TX 78208

November 21, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Revolution Public Schools and S.H. James Preparatory Academy, a proposed fifth through twelfth grade high quality, open enrollment charter school for students in San Antonio, Texas.

In 1959, Rev. S.H. James approached his 12-year old daughter, Angela, about attending Thomas Jefferson High School. Jefferson High School was considered to be a top public high school in San Antonio. Due to segregation, no blacks had ever attended Jefferson. Furthermore, she was told that she would not be able to keep up with the white children, because she was black. His daughter would go on to be in the first class to desegregate the San Antonio Independent School District. Angela graduated from Thomas Jefferson High at the age of 16, and then went on to Hampton University, where she graduated at the age of 20.

Rev. James was a visionary looking to establish equal education for children. Sixty years later, we are still fighting to give all children an equal education and chance at life. And that is where, S.H. James Preparatory, and my father's vision are without doubt a beautiful match. My father, Rev. S.H. James, Jr., was the Pastor of Second Baptist Church for 48 years, the first Black City Councilman in San Antonio, and was considered one of the city's most prominent civil rights leaders. The James Family is steeped in the importance of a quality education. Rev. James' father S.H. James, Sr., attended Prairie View A&M University, and Bishop College, and then went on to the University of Chicago and Columbia University in the early 1920's. He would attend the prestigious Union Theological Seminary in New York City, for his theological degree. In the late 1930's – early 1940's, S.H. James, Jr., would attend Washburn College, Tennessee State University, Andover-Newton Theological Seminary, Harvard, and Boston University, for his undergraduate, and post-graduate education.

Rev. James comes from a family of educators. His mother, Tannie James, was a teacher dating back to 1917. Between his father and brothers, they have held

positions of President, Dean, and Professor at several colleges and universities in the nation. Three of his brothers were also ministers, and prominent civil rights leaders in their communities. So, without question he would be honored to have this school named after him.

The battle for equal educational opportunities remains, and James Prep stands ready to meet those challenges. The mission, vision and forward thinking principles of James Prep, are perfectly aligned with Rev. S.H. James, and represent his legacy well. My nephew, Anthony Gordon, son of Angela, and founder of Revolution Public Schools and James Prep, stands ready to lead this high performing charter school. I have watched Anthony grow over the years, and witnessed his extreme dedication to education. I always remember him stating, "We've got to give these kids an equal chance at life. That's why I do it!" I have witnessed Anthony with his fellow UT Arlington students, I have witnessed him at national poetry competitions, and have witnessed him run into his students and their parents while out in public. There is one common theme, he is loved and respected by his community.

I would like to mention that Anthony also has an ability to successfully multitask at a very high level. I've seen him handling many things at once. He and his grandfather share this ability. Rev. S.H. James once stated, "The faster the pace, the better I like it. I think I would be most unhappy if I had time on my hands." (San Antonio Express News, December 5, 1965). Indeed, Anthony Gordon has caught that fire!

I am so proud of the leader, and educator that Anthony Gordon has become. We want this school. We believe in this school. We need this school. I greatly support the approval of Revolution Public Schools and S.H. James Preparatory Academy, as an exceptional choice and addition, for the students and community of San Antonio.

The ultimate goal is the day when "Every little boy and every little girl can feel, as I deserve so shall it be, as I merit it, the door is open. Just by the accident of birth, I'm not hindered or barred."

- The Rev. Dr. S.H. James
San Antonio Express News
December 5, 1965

If you have any questions or concerns, please do not hesitate to contact me by phone at 210-592-3930, or email at [REDACTED]

Sincerely,

Carl A. James
Hylenex Sales Specialist
Halozyne Therapeutics

November 10, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with pleasure that I write this letter of support for James Prep, a proposed fifth through twelfth grade high-quality, open-enrollment charter school for students in San Antonio, Texas.

[REDACTED]
[REDACTED] I understand the importance of the need for high-performing charter schools. As an educator in a low-income community, families only have the local public schools as an option, and many of those are failing our students. So often, I see the result as students enter higher education under prepared. Even with all good intentions, many parents have no other alternative but to keep their children in those schools, and they themselves may have little education to help prepare their children. Without alternatives, such as James Prep, this proposed free high-performing charter school, these families may continue the cycle of poverty.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]. Anthony Gordon, Founder of James Prep, was one of the teachers that poured into [REDACTED]. He encouraged [REDACTED] to follow [REDACTED] passion of Poetry, he entered [REDACTED] into contests and introduced her to the poetry community. Now, as an [REDACTED]
[REDACTED] continued with [REDACTED] passion for the spoken word, she continued to win state and national poetry contests throughout her time at the university. As a [REDACTED] is now utilizing [REDACTED] education as entrepreneur sustaining, no thriving, by [REDACTED] at only [REDACTED]. I don't think this would have happened without the influence of the year she spent at the charter school having teachers such as Anthony Gordon to inspire her.

The principals and mission that James Prep stand on, I believe are those same and maybe even better, than my daughter had at her Charter school. I believe a numerous amount of students will benefit, as my daughter did, having James Prep School as an option in their neighborhood. I whole-heartily support and endorse James Prep School believing that the community will be a better place with this school in the neighborhood.

If you have any questions or concerns, please do not hesitate to contact me directly at [REDACTED]
email me at [REDACTED]

Sincerely,

[REDACTED]



GEORGE W. BRACKENRIDGE
FOUNDATION

December 8, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for S.H. James Preparatory Academy, a proposed high-quality, open-enrollment charter school in San Antonio for students in grades 5-12. Led by the highly capable Anthony Gordon, I see a clear market for the kind of opportunity this school will provide.

As a supporter of charter schools in our city I know firsthand of the extensive waiting lists that exist for quality seats. I also know of the deep frustrations shared by parents who desire quality options for their children but do not have the means to pay for private education. As a parent who did not have these charter school options at the time my own children were in elementary school, I am ecstatic to see the charter sector grow. I am a true believer that your zip code should not dictate where you go to school. School choice has always been an option for some – those that can afford to write a check for a private school education. I hope to see every parent have access to quality school choice options for their child.

Anthony Gordon is influenced by his own educational journey, as well as his experience teaching on the eastside of San Antonio, where he found students facing severe systemic inequities. S.H. James Preparatory Academy will be founded on the principals of social-emotional wellness and awareness, civic identity and community engagement, and entrepreneurial leadership.

I sincerely hope you see the benefit this school will bring to San Antonio students and their families.

Sincerely,

Nora J. Walsh
Executive Director



January 13, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I write this letter in support of Anthony Gordon and his application for S.H. James Preparatory Academy. When the State Board of Education is considering which charters to approve, it is essentially making a judgment call on the skills and abilities of the founder. There is no new charter school that has successfully launched and scaled that did not have a capable founder. Like any interview or application process, there simply is no way to predict, with 100% certainty, the performance of a school founder based upon his or her performance in the application phase. The best interview process would allow people to see the candidate in action, doing the daily work, or running and leading a school. This is why I'd like to share my experience and give my endorsement to Mr. Anthony Gordon. Anthony worked for me. I saw him in action managing a school. I watched him coach and mentor teachers. I observed the way that he looked at student work and student data to figure out who was falling behind and what help they needed. Based on all that I saw and know of him, you can count on his school being a success.

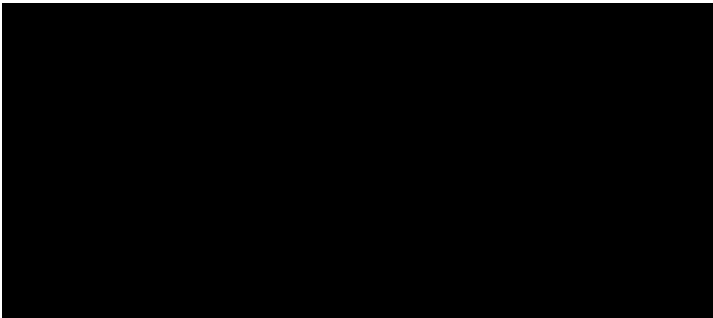
Working for me, the stakes were very high: we had a perfect track record of getting each graduated student into college. Our English Language Learners were among the highest performing ELL students in Texas. Our student AP exams and other test scores routinely placed them among the very top of prestigious national rankings. And most of our students (over 90%) come from homes dealing with the effects of extreme poverty.

In this very high-performing and results-driven culture, Anthony distinguished himself. The performance of the teachers he managed and the students they taught routinely placed him in the most elite ranks of our leadership. He knows what great teaching looks like, he

understands what rigorous and challenging assignments look like, and he knows how to support and encourage even novice teachers to perform well. He truly is the complete package.

But more than that, Anthony has deep roots in the community, as his grandfather was the first Black man elected to city council. He understands the dynamics at play in a city as diverse as San Antonio, and I've seen him reach across racial and ideological lines to find the common ground with his fellow citizens. He is not only an exceptional educator and leader, but a fine man: exactly the person we want our young people to emulate.

It is for these reasons, and more, that the foundation I lead has chosen to provide an initial donation of \$50,000 to his start-up efforts. We have high hopes for what he will be able to do for our community in the very near future. Thank you for giving Anthony and S.H. James Preparatory Academy full consideration.





January 11, 2021

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

**The Honorable Dr. Kevin Ellis
Chair, State Board of Education
1701 N. Congress Avenue
Austin, Texas 78701**

Dear Texas Education Agency,

It is with great honor and pride that we provide this letter of recommendation supporting your selection of Revolution Public Schools for selection as a new Charter School (S.H. James Preparatory Academy) in the San Antonio, Texas area.

It has been a pleasure knowing and working with Anthony to develop a school for underserved youth within the city of San Antonio's Urban Core. The 100 Black Men of San Antonio, Inc. have worked with and will continue to work side by side with school leadership to provide quality education that supports youth improvement. We believe Revolution Public Schools will be a catalyst for action and an advocate for quality student outcomes at all levels. Student's will build foundations in education and acquire a desire for excellence, granting San Antonio a first in class public charter school in it's urban core. A rare gem like James Prep in our urban core is greatly anticipated.

Anthony constantly demonstrates the drive and influence leaders need when building quality organizations and leading quality teams. He can and will engage external organizations like the 100 to achieve strategic alliances necessary in delivering a superior education to the youth we will serve. James will recruit, train, and lead a core of quality educators and together make James Preparatory Academy a highly sought-after institution of quality learning.

Anthony's foresight, keen analytical mind, sound judgment and enthusiastic approach to numerous and complex planning, under the supervision of a diverse and qualified Board of Directors is necessary in San Antonio.

Please accept Revolution Public Schools as the next Texas Public Charter Holder.

Respectfully,

A handwritten signature in black ink, appearing to read "Milton Harris".

Milton Harris, D.B.A.



CREA Curriculum & Consulting
700 Lavaca St. STE 1401 Austin, TX 78701
[REDACTED]

December 29, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am proud to write this letter of support for Revolution Public Schools, a proposed network of K-12 open-enrollment charter schools for students and families in San Antonio.

My journey as an education advocate began as a middle school teacher in Houston, Texas, where I taught English and Reading Intervention to 6-8th graders from historically oppressed communities. Eventually, I became an instructional coach and curriculum writer for school district's serving similar demographics.

Now, as the Founder and Executive Director of CREA Curriculum and Consulting, I provide curricula and training to teachers. The purpose of CREA services is to elevate the unique gifts of every young person by supporting them in designing multidisciplinary projects they care about.

I believe that Revolution Schools is an essential part of that mission. Revolution School's unique model is in high demand in San Antonio, where families are looking for school options that honor who their kids are - their unique skill sets, identities, and histories.

Revolution School's emphasis on social justice, social and emotional support, and entrepreneurial learning is essential for the success of San Antonio youth and San Antonio as a growing metropolis.

I have no reservations about recommending Revolution Public Schools and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at
[REDACTED]

Sincerely,
Stephanie Finger Mendeloff

December 7th, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for S.H. James Preparatory Academy, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio.

My name is Ray Tijerina, cofounder of Verdant EDU, an education support company based in San Antonio, Texas. I am writing to you today in support of S.H. Preparatory. Born and raised on the Southside of San Antonio, I experienced firsthand the difficulty of not being as well prepared as my peers while attending Sul Ross State University. This was not because my teachers or leaders failed, but because I required a different approach, something my family could not provide with one H-E-B warehouse salary. And that is what S.H. James Preparatory will bring to the students of San Antonio, a different approach.

Creating a system that offers educational options for San Antonio families is important to me. As I still reside in San Antonio with my own children in the public school system, I have a deep understanding and appreciation of the educational needs and complexities of our diverse San Antonio communities.

San Antonio's well-documented history of socioeconomic segregation created a system where children of color, like me, do not have the same opportunities that their white counterparts on the Northside have. The only way to disrupt this system is to ensure equal educational opportunities for all students. While our local Independent School Districts are doing an admiral job, thus far, their efforts have not filled the gap. This is where S.H. James Preparatory Academy would fit in.

Mr. Gordon's model will prove to be a gift to the brilliant minds of the Eastside community. San Antonio's educational ecosystem is something to be in awe of. From our ISD's to our charter

schools, the landscape is quickly turning into a model of what education reform should look like throughout the country. Families now have options and the more high quality schools we can provide, the more high quality educational opportunities students will have.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at (210)929-9248 or

[REDACTED]

Sincerely,

Ray Tijerina
Senior Partner, Verdant EDU



711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210-223-2649

December 17, 2020

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

The Honorable Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave
Austin, TX 78701

Re: Letter of Support for Revolution Public Schools

Dear Commissioner Morath and Dr. Ellis:

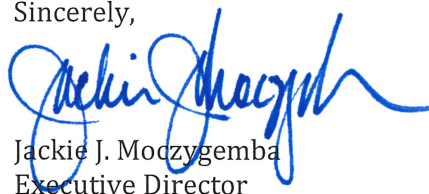
I am writing to you on behalf of the Ewing Halsell Foundation, in regard to Revolution Public Schools, a proposed open-enrollment public charter school for students and families in San Antonio, Texas as presented by Anthony Gordon and the founding board.

The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation has been focused on improving K-12 educational opportunities for students, families and educators in San Antonio over the past several years. The Foundation has made substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options continues to increase across the region.

Revolution Public Schools intends to provide a personalized, literacy-based curriculum for students in grades five through twelve and aims to instill the following core values: community, consciousness, innovation, joy, and self-expression. The school will focus on social and emotional wellness, culturally and historically responsive literacy as well as community-based entrepreneurship.

The Foundation sincerely hopes you see the benefit Revolution Public Schools will bring. San Antonio students, and the many more across Texas, deserve more quality public education options. If I can be of any assistance, please do not hesitate to contact me at [REDACTED] or call our office at (210) 223-2649.

Sincerely,



Jackie J. Moczygemba
Executive Director

December 11, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I write this letter of support for **S.H. James Preparatory Academy**, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio.

As a superintendent leading 28 schools in San Antonio, I know how critical high-performing charter schools are for San Antonio students and their families. In fact, the only way to close the achievement gap is through identifying leaders who care deeply for the people in our community and are willing to do whatever it takes to provide scholars from underserved environments with truly rigorous instruction that prepares them for future success.

- The Eastside neighborhood in San Antonio is known for its underperformance. At IDEA, we have become proof points and have launched highly successful schools; I invite others who want to help us in this cause because our kids in the Eastside matter, a lot!
- In fact, Anthony Gordon worked for us for years, first as a 6th grade teacher, then as an Academic Counselor, and finally as ILM- Individual Learning Manager. It does not surprise me that he continues to expand his influence. His heart is with our SA children and their education.

S.H. James Preparatory Academy will be a school created of, for, and by the community. It will utilize a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who will become the civic and global leaders of the future.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at (210) 775-8778 or Rolando.posada@ideapublicschools.org

Sincerely,

Rolando Posada
IDEA San Antonio Superintendent

INNOCENTI JONES PLLC

110 East Houston Street, Eighth Floor
San Antonio, TX 78205-2119
Phone: 210-876-1527

www.innocentijones.com

December 28, 2020

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

The Honorable Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath, and Dr. Ellis:

I am writing to express my support of S.H. James Preparatory Academy, a proposed 5th-12th grade open enrollment public charter school for students in San Antonio.

I am the founder and partner at Innocenti Jones, a law firm located in downtown San Antonio. Part of our mission as a firm is fostering social entrepreneurship and social impact. We were first introduced to S.H. James Preparatory, through two people I am close to and trust. Stephanie Mendeloff, the founder of CREA, runs a non-profit organization that helps children align their passions with their education to create social change. Jennifer Maestas, a former elementary school principal, founded San Antonio Leaders and Teachers, which brings teachers together, working collectively to be better teachers and improve their students' educational experience. Jen also runs the education department at Key Ideas and hosts a podcast called Miss Education that covers leading topics in the education field.

After hearing their praise for Anthony Gordon and the mission of S.H. James Preparatory, I have gotten to know Anthony and hear about that mission as well. With an anticipated location on the east side of San Antonio and a mission to raise its students as leaders with a strong sense of the importance of being impactful in their community, the potential positive impact the school could have on both its students and the surrounding neighborhood is significant. I wholeheartedly support the school and its mission.

If I can assist your evaluation in any way, I am happy to help.

Sincerely,



David A. Jones

11/27/2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I'm happy to write this letter of support for **S.H. James Preparatory Academy**, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio.

S. H James is an innovative new model focused rooted in the San Antonio Community. Anthony has already engaged in deep community work to understand and prepare to meet his community's needs. Their innovative model centers around the power of literacy and story-telling coupled with the tools in entrepreneurship to empower children to be changemakers in their community.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at 615-631-0479 or ryan@thegatheringplacek12.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Ryan York", with a stylized flourish at the end.

Ryan York
Co-Founder and Co-Leader of The Gathering Place

December 8, 2020

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

The Honorable Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

The School of Science and Technology believes in increased school choice to better serve students and parents. Because of the benefits school choice offers, I am pleased to offer support for S. H. James Preparatory Academy, a proposed fifth through twelfth grade school in east San Antonio.

Charter schools provide options for all parents and in particular for those families that cannot afford a private school tuition when the neighborhood public school does not meet the needs and interests of their children. The School of Science and Technology is not the best fit for every student, and that holds true for traditional public schools, private schools and home schooling. The James Preparatory Academy will provide another option that can better serve some children.

School choice makes schools stronger and increases accountability for parents. Parents are generally more satisfied and more involved when they choose a school that best suits their children and instruction is more tailored to their needs and interests. This leads to higher achievement and higher graduation rates. The significant achievement gaps documented in San Antonio can be narrowed and closed. Significantly, students can be prepared to postsecondary opportunities and for high demand, high paying positions to support a vibrant economy.

Sincerely,



Mehmet Nalcaci
Superintendent



CITY EDUCATION PARTNERS

December 20, 2020

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of S.H. James Preparatory Academy led by Revolution Public Schools. This proposed model on the east side of San Antonio is first and foremost, strongly rooted in community. The alignment to the goals of equity through a high-quality education rooted in entrepreneurship and social emotional learning is exactly what the community needs. Moreover, the superintendent Anthony Gordon, is the exact right leader to spearhead this change. As the Chief Executive Officer of City Education Partners, I believe they will be a great addition to our ecosystem.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. Anthony participated in both CEP's Edvent210 and Edlaunch210 fellowship and has exceeded all expectations. He has built a strong community base, designed a strong educational plan and has the leadership necessary and an instructional leader to build a strong school. If authorized, CEP will continue to support the school's leadership team to reach the appropriate milestones necessary in year 0 to launch successfully in the fall of 2022.

Thank you for your consideration of S.H. James Preparatory Academy and we look forward to working with their team and TEA in order to make this opportunity a reality for San Antonio.

Sincerely,

Dalia Flores Contreras
Chief Executive Officer



GONZALEZ CHISCANO
ANGULO & KASSON, PC

9601 McAllister Fwy., Suite 401, San Antonio, TX 78216
www.gcaklaw.com

Henry B. Gonzalez III
Direct Tel: 210-569-8489



January 11, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **S.H. James Preparatory Academy**, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio.

Mr. Anthony Gordon is an impressive leader with a strong plan to improve education in our shared hometown. The fact that he has chosen to name the school after his grandfather, the very well-known pastor of the Seocnd Baptist Church and Eastside community leader, speaks to just how personal this mission is for Mr. Gordon. Having grown up on the Eatside of San Antonio, where he plans to open S.H. James Prep, Mr. Gordon knows firsthand how important excellent educational options are for his future students and their families. I am excited to support a leader who so thoroughly understands the community and who is so committed to the cause of closing the achievement gap for the students of the Eastside.

To do this, Mr. Gordon has designed S.H. James Preparatory Academy as a school created of, for, and by the Eastside community. They will utilize a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who will become the civic and global leaders of the future.

I recommend S.H. James Preparatory Academy without reservation and truly believe that Mr. Gordon and his founding team will provide the students and families of the Eastside the high-quality educational option they deserve.

If you have any questions or concerns, please do not hesitate to contact me at 210.569.8489 or



Sincerely,

Henry B. Gonzalez III



Steve C. Lewis

Chairman of the Board

6015 Broadway
San Antonio, Texas 78209-4560

DIRECT (210) 736-7796

FAX (210) 736-7748

January 13, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **S.H. James Preparatory Academy**, a proposed high-quality, open-enrollment charter school for grades five through twelve on the Eastside of San Antonio.

As Chairman of the Board of Choose to Succeed, a San Antonio non-profit that supports charter school growth in San Antonio, I am incredibly proud of the work we have done to improve educational outcomes for students across our city. However, throughout my time on the board, I have always wanted to see more founders who were born and raised in the city. That is not to say that one must be from San Antonio to build a great school here – on the contrary, founders and leaders of the schools we support hail from all corners of the country and make us proud every day with the work they do for children here in San Antonio. But a lifelong resident of San Antonio knows this city and our people in ways that others do not.

This is why I am thrilled to support S.H. James Preparatory Academy, and their leader Anthony Gordon. Anthony is a native San Antonian and promises to build a school that will improve education for his community. It is rare that someone with Anthony's ability and vision comes along, and I am excited to support their efforts to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who will become the civic and global leaders of San Antonio's future.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at 210.736.7797 or

Sincerely,

A handwritten signature in blue ink that reads "Steve C. Lewis". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Steve C. Lewis
President,
Choose to Succeed



January 10, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **S.H. James Preparatory Academy**, a proposed open-enrollment charter school for students in grades five through twelve on the Eastside of San Antonio.

S.H. James Preparatory Academy promises to be a school created of, for, and by the community. It will utilize a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who will become the civic and global leaders of the future.

Community engagement in the design process sets S.H. James apart. The school is wise not to try to tell the community what they should want from their education – they plan to listen to the community and design key elements of the school in the vision the community has for itself and its children. This inversion of the typical school design process will serve S.H. James Prep well.

I strongly recommend S.H. James Preparatory Academy for approval. This school will provide a great educational option for families on the Eastside because they are designing the school with the input of the community themselves.

If you have any questions or concerns, please do not hesitate to contact me at 210.865.4007 or

Sincerely,

Will Harte
Vice Chairman
Choose to Succeed



GEORGE W. BRACKENRIDGE
— F O U N D A T I O N —

December 29, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **S.H. James Preparatory Academy**, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio.

As a trustee for the George W. Brackenridge Foundation, I know how critical high-performing charter schools are for San Antonio students and their families. Since I joined the board in 2012, our portfolio of high-performing charter schools has grown from three schools serving around 800 students to 63 schools serving over 33,800 students. Imagine if every single student enrolled at the University of Texas at San Antonio in Fall 2020 was given one option for where to attend college? At 34,742 students, their enrollment is less than one thousand students more than those currently served by high-performing charter schools in San Antonio.

S.H. James Preparatory Academy will be a school created of, for, and by the community. It will utilize a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who will become the civic and global leaders of the future.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at (210) 424-4531 or

Sincerely,

David H.O. Roth

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, state senate, state house of representatives, and state board of education members. Limit six receipts per page.

Statement of Impact Forms are available in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#). The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Certified Mail Return Receipt Card

Certified Mail Receipt

U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

Austin, TX 78768

Certified Mail Fee \$3.60

\$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 \$0.55

Total Postage and Fees \$4.15

Sent To Andrew Murr

Street and Apt. No., or PO Box No. PO Box 2910

City, State, ZIP+4® Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

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Austin, TX 78711

Certified Mail Fee \$3.60

\$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 \$0.55

Total Postage and Fees \$4.15

Sent To Judith Zaffirini

Street and Apt. No., or PO Box No. PO Box 12068

City, State, ZIP+4® Austin TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047

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Austin, TX 78701

Certified Mail Fee \$3.60

\$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 \$0.55

Total Postage and Fees \$4.15

Sent To Rebecca Bell - Meteran

Street and Apt. No., or PO Box No. 1701 N. Congress Ave

City, State, ZIP+4® Austin, TX 78701

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3513

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78209

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Dana Bashura - Alamo Heights ISD
Street and Apt. No., or PO Box No.
7101 BroadwayCity, State, ZIP+4®
San Antonio, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3537

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78209

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

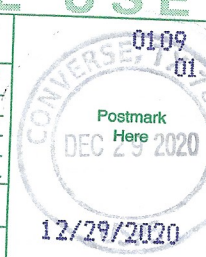
☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.10

Sent To David Hornberger - Alamo Heights ISD
Street and Apt. No., or PO Box No.
7101 BroadwayCity, State, ZIP+4®
San Antonio, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78263

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

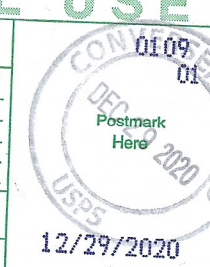
☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.10

Sent To John Massengale - East Central ISD
Street and Apt. No., or PO Box No.
6634 New Sulphur Springs RdCity, State, ZIP+4®
San Antonio, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3551

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San Antonio, TX 78263

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$0.00

☐ Return Receipt (electronic) \$0.00

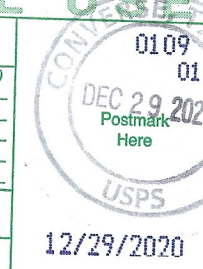
☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$0.55

Total Postage and Fees \$4.10

Sent To Rolando Toscano - East Central ISD
Street and Apt. No., or PO Box No.
6634 New Sulphur Springs RdCity, State, ZIP+4®
San Antonio, TX 78263

PS Form 3800, April 2015 PSN 7530-02-000-9047

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San Antonio, TX 78237

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Martha Castilla - Edgewood ISD
Street and Apt. No., or PO Box No.
5358 W CommerceCity, State, ZIP+4®
San Antonio, TX 78237

PS Form 3800, April 2015 PSN 7530-02-000-9047

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San Antonio, TX 78237

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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 \$0.55

Total Postage and Fees \$4.10

Sent To Eduardo Hernandez - Edgewood ISD
Street and Apt. No., or PO Box No.
5358 W CommerceCity, State, ZIP+4®
San Antonio, TX 78237

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JBSA Ft. Sam Houston, TX 78234

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Gary Bates - Ft Sam Houston ISD

Street and Apt. No., or PO Box No.

4005 Wilmaris Rd

City, State, ZIP+4®
San Antonio, TX 78234

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San Antonio, TX 78214

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Norma Cavazos - Harlan Lake ISD

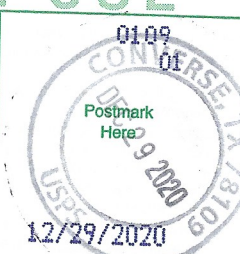
Street and Apt. No., or PO Box No.

102 Genevieve Dr

City, State, ZIP+4®
San Antonio, TX 78214

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JBSA Ft. Sam Houston, TX 78234

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Willie E. White - Ft Sam Houston ISD

Street and Apt. No., or PO Box No.

4005 Wilmaris Rd

City, State, ZIP+4®
San Antonio, TX 78234

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Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Gerardo Soto - Harlan Lake ISD

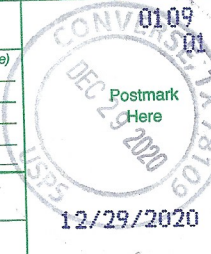
Street and Apt. No., or PO Box No.

102 Genevieve Dr

City, State, ZIP+4®
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San Antonio, TX 78233

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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 \$0.55

Total Postage and Fees \$4.10

Sent To Jeannette Ball - Judson ISD

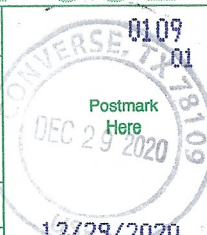
Street and Apt. No., or PO Box No.

8012 Shin Oak Dr

City, State, ZIP+4®
Live Oak, TX 78233

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San Antonio, TX 78233

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To Renee Paschall - Judson ISD

Street and Apt. No., or PO Box No.

8012 Shin Oak Dr

City, State, ZIP+4®
Live Oak, TX 78233

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JBSA Lackland, TX 78236

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Brian Miller - Lackland ISD

Street and Apt. No., or PO Box No.

2460 Kenly Ave, Building 8265 Lackland AFB

City, State, ZIP+4®

San Antonio, TX 78236

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7019 2970 0000 9974 3674

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JBSA Lackland, TX 78236

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Burnie L Roper - Lackland ISD

Street and Apt. No., or PO Box No.

2460 Kenly Ave, Building 8265 Lackland AFB

City, State, ZIP+4®

San Antonio, TX 78236

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7019 2970 0000 9977 0823

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San Antonio, TX 78217

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Shannon Grona - NorthEast ISD

Street and Apt. No., or PO Box No.

8961 Tesoro Dr. STE 602

City, State, ZIP+4®

San Antonio, TX 78217

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7019 2970 0000 9977 0816

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San Antonio, TX 78217

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Sean Maika - NorthEast ISD

Street and Apt. No., or PO Box No.

8961 Tesoro Dr. STE 602

City, State, ZIP+4®

San Antonio, TX 78217

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7019 2970 0000 9977 0847

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San Antonio, TX 78231

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Carol Harle - Northside ISD

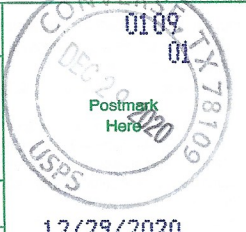
Street and Apt. No., or PO Box No.

423 Cliffside Dr.

City, State, ZIP+4®

San Antonio, TX 78231

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San Antonio, TX 78238

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Brian T Woods - Northside ISD

Street and Apt. No., or PO Box No.

5900 Evers Rd

City, State, ZIP+4®

San Antonio, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7019 2970 0000 9977 0793

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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San Antonio, TX 78210

Certified Mail Fee \$3.55

\$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 \$0.55

Total Postage and Fees \$4.10

Sent To

Pedro Martinez - SAISD

Street and Apt. No., or PO Box No.

141 Lavaca

City, State, ZIP+4®

San Antonio, TX 78210

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San Antonio, TX 78210

Certified Mail Fee \$3.55

\$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 \$0.55

Total Postage and Fees \$4.10

Sent To

Patti Radde - SAISD

Street and Apt. No., or PO Box No.

141 Lavaca

City, State, ZIP+4®

San Antonio, TX 78210

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7019 2970 0000 9974 3599

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78224

Certified Mail Fee \$3.55

\$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 \$0.55

Total Postage and Fees \$4.10

Sent To

Marc Puig - South San ISD

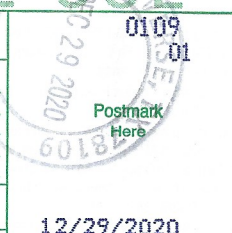
Street and Apt. No., or PO Box No.

1450 Gillette Blvd

City, State, ZIP+4®

San Antonio, TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047



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7019 2970 0000 9974 3609

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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San Antonio, TX 78224

Certified Mail Fee \$3.55

\$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 \$0.55

Total Postage and Fees \$4.10

Sent To

Gilbert F Rodriguez - South San ISD

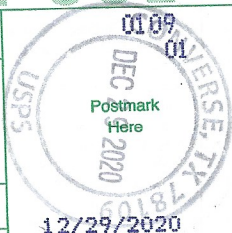
Street and Apt. No., or PO Box No.

1450 Gillette Blvd

City, State, ZIP+4®

San Antonio, TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047



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7019 2970 0000 9974 3612

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78221

Certified Mail Fee \$3.55

\$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 \$0.55

Total Postage and Fees \$4.10

Sent To

Rolando Ramirez - Southside ISD

Street and Apt. No., or PO Box No.

1460 Martinez Losoya Rd

City, State, ZIP+4®

San Antonio, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047



12/29/2020

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7019 2970 0000 9974 3629

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San Antonio, TX 78221

Certified Mail Fee \$3.55

\$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 \$0.55

Total Postage and Fees \$4.10

Sent To

Delores Sendigo - Southside ISD

Street and Apt. No., or PO Box No.

1460 Martinez Losoya Rd

City, State, ZIP+4®

San Antonio, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047



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San Antonio, TX 78252

OFFICIAL USE

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10

Sent To Sylvester Vasquez Jr Southwest FSD
Street and Apt. No., or PO Box No. 11914 Dragon Lane
City, State, ZIP+4® San Antonio TX 78252

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San Antonio, TX 78252

OFFICIAL USE

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10

Sent To Lloyd Verstuyft-Southwest ISD
Street and Apt. No., or PO Box No. 11914 Dragon Lane
City, State, ZIP+4® San Antonio, TX 78252

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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San Antonio, TX 78206

OFFICIAL USE

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10

Sent To Joaquin Castro - Congress
Street and Apt. No., or PO Box No. 727 E Cesar Chavez Blvd
City, State, ZIP+4® San Antonio, TX 78206

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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DEC 29 2020

7019 2970 0000 9974 3728

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San Antonio, TX 78209

OFFICIAL USE

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10

Sent To Chip Roy - Congress
Street and Apt. No., or PO Box No. 1100 NE Loop 410 STE 610
City, State, ZIP+4® San Antonio, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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7019 2970 0000 9974 3735

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San Antonio, TX 78206

OFFICIAL USE

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10

Sent To Will Hurd - Congress
Street and Apt. No., or PO Box No. 727 E Cesar Chavez Blvd
City, State, ZIP+4® San Antonio, TX 78206

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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San Antonio, TX 78205

OFFICIAL USE

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10

Sent To Henry Cueller - Congress
Street and Apt. No., or PO Box No. 615 E Houston St, STE 563
City, State, ZIP+4® San Antonio, TX 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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7019 2970 0000 9974 3759

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San Antonio, TX 78205

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Lloyd Doggett - Congress

Street and Apt. No., or PO Box No.

217 W. Travis St

City, State, ZIP+4®

San Antonio, TX 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3766

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78228

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Trey Martinez Fischer - Rep

Street and Apt. No., or PO Box No.

4243 Pietras Dr. E, STE 256

City, State, ZIP+4®

San Antonio, TX 78228

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3773

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78224

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Philip Cortez - Rep

Street and Apt. No., or PO Box No.

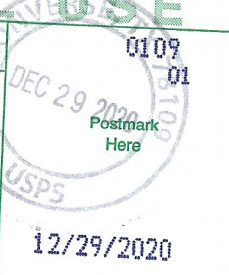
2000 SW Military Dr. STE 211

City, State, ZIP+4®

San Antonio, TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2970 0000 9974 3780

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78221

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Leo Pacheco - Rep

Street and Apt. No., or PO Box No.

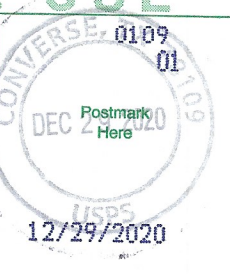
660 SW Military Dr. STE 211

City, State, ZIP+4®

San Antonio, TX 78221

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3797

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78235

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Roland Gutierrez - Rep

Street and Apt. No., or PO Box No.

3819 Sidney Brooks Building 510, STE 2

City, State, ZIP+4®

San Antonio, TX 78235

PS Form 3800, April 2015 PSN 7530-02-000-9047

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7019 2970 0000 9974 3803

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78218

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

Sent To

Barbara Gervin - Hawkins Rep

Street and Apt. No., or PO Box No.

3503 N.E. Parkway

City, State, ZIP+4®

San Antonio, TX 78218

PS Form 3800, April 2015 PSN 7530-02-000-9047

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78209

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

12/29/2020

Sent To Steve Allison - Rep

Street and Apt. No., or PO Box No.
1635 NE Loop 410, STE 506City, State, ZIP+4®
San Antonio, TX 78209

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0000 9974 3827

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78216

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

12/29/2020

Sent To Lyle Larson - Rep

Street and Apt. No., or PO Box No.
16607 Blanco Rd #1405City, State, ZIP+4®
San Antonio, TX 78232

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0000 9974 3834

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78245

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

12/29/2020

Sent To Diego Bernal - Rep

Street and Apt. No., or PO Box No.
6531 San Pedro Village PlazaCity, State, ZIP+4®
San Antonio, TX 78216

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0000 9977 0717

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78238

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

12/29/2020

Sent To Ina Minjarez - Rep

Street and Apt. No., or PO Box No.
PO Box 761417City, State, ZIP+4®
San Antonio, TX 78245

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

7019 2970 0000 9977 0724

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78224

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

12/29/2020

Sent To Ray Lopez - Rep

Street and Apt. No., or PO Box No.
5309 Wurzbach Rd, STE 200-9City, State, ZIP+4®
San Antonio, TX 78238

PS Form 3800, April 2015 PSN 7530-02-000-9047

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78232

Certified Mail Fee \$3.55

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 \$0.55

Total Postage and Fees \$4.10

12/29/2020

Sent To Peter P. Flores - Senator

Street and Apt. No., or PO Box No.
One Universityway Room 205City, State, ZIP+4®
San Antonio, TX 78224

PS Form 3800, April 2015 PSN 7530-02-000-9047

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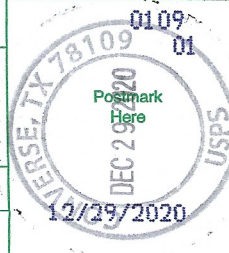
7019 2970 0000 9977 0748

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

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New Braunfels, TX 78132

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10



Sent To Donna Campbell - Senator
 Street and Apt. No., or PO Box No. 229 Huntus Village, Ste 105
 City, State, ZIP+4® New Braunfels, TX 78132

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

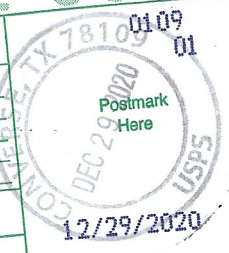
7019 2970 0000 9977 0656

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

Converse, TX 78109

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10



Sent To Marisa B. Perez-Diaz - SBOE
 Street and Apt. No., or PO Box No. PO Box 1025
 City, State, ZIP+4® Converse, TX 78109

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

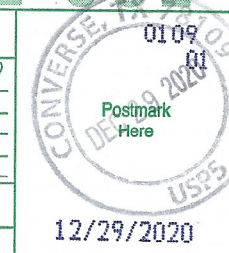
7019 2970 0000 9977 0779

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78205

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10



Sent To John Cornyn - Senator
 Street and Apt. No., or PO Box No. 600 Navarro, Ste 210
 City, State, ZIP+4® San Antonio, TX 78205

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

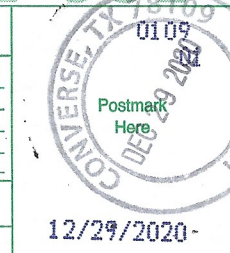
7019 2970 0000 9977 0762

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78278

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10



Sent To Ken Mercer - SBOE
 Street and Apt. No., or PO Box No. PO Box 781301
 City, State, ZIP+4® San Antonio, TX 78278

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

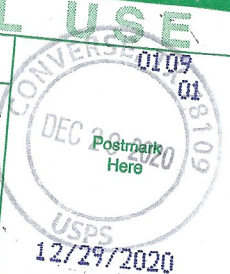
7019 2970 0000 9977 0786

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78230

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<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	\$0.55
Total Postage and Fees	\$4.10



Sent To Ted Cruz - Senator
 Street and Apt. No., or PO Box No. 9901 IH-10W, Ste 950
 City, State, ZIP+4® San Antonio, TX 78230

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

Attachment 6: Published Notice(s) of Public Meeting

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 26 open-enrollment charter school.

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must contain directions to access and participate in the meeting (link, website, etc.)

Applicants are encouraged to practice social-distancing policies and procedures for all in-person meetings.

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 20, 2019** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 20, 2021**.

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;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

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 or exclusively digital circulation

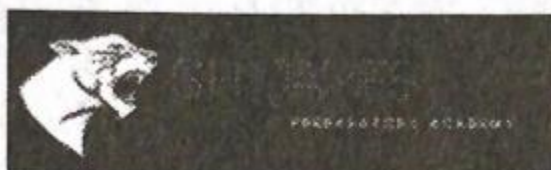
(Greensheet, Dallas Observer, Austin Chronicle, etc.) will not fulfill this attachment requirement.

ADDITIONAL REQUIREMENT: Applicants must notify within 5 business days, 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 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;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.



Revolution Public Schools



Will be holding a free virtual Community Information Session for its proposed new open enrollment charter school in SA, S.H. James Preparatory Academy.

The event will be hosted by Families Empowered, December 18, 2020 from 11:30- 12:30 pm LIVE on the Families

Empowered Facebook Page:

www.facebook.com/FamiliesEmpowered

Please visit our website:

www.shjamesprep.org

For more information on our revolutionary model, to provide community input to Revolution Public Schools, James Prep and to register for the event.

San Antonio Express-

EXPRESSNEWS.COM | Wednesday, December 30, 2020 | Vol. 156, No. 91 | The voice of South Texas since 1865 | \$2.00

Revolution Public Schools

Will be holding a free virtual Community Information Session for its proposed new open enrollment charter school in SA, S.H. James Preparatory Academy.

The event will be hosted by Families Empowered, **January 4, 2021 from 12:30 pm - 1:30 pm LIVE** on the Families Empowered Facebook Page:

www.facebook.com/FamiliesEmpowered
Please visit our website:

www.shjamesprep.org For more information on our revolutionary model, to provide community input to Revolution Public Schools, James Prep and to register for the event.



Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:45 AM

To: rebecca.bellmetereau@tea.texas.gov

Dear Board Member Bell-Metereau,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

Sincerely,

Anthony Gordon
Founder
S.H. James Preparatory Academy
agordon@shjamesprep.org
www.shjamesprep.org
<https://www.facebook.com/SHJamesPrep>

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:44 AM

To: judith.zaffirini@senate.texas.gov

Dear Sen. Zaffirini,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:42 AM

To: donna.campbell@senate.state.tx.us

Dear Sen. Campbell,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:41 AM

To: dawn@dawnbuckingham.com

Dear Sen. Buckingham,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:39 AM

To: Trey.MartinezFischer@house.texas.gov

Dear Rep. Martinez-Fischer,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>
To: steve.allison@house.texas.gov

Mon, Feb 8, 2021 at 11:38 AM

Dear Rep. Allison,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:36 AM

To: ray.lopez@house.texas.gov

Dear Rep. Lopez,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:28 AM

To: Philip.Cortez@house.texas.gov

Dear Rep. Cortez,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:26 AM

To: Lyle.Larson@house.texas.gov

Dear Rep. Larson,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:25 AM

To: leo.pacheco@house.texas.gov

Dear Rep. Pacheco,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>

Mon, Feb 8, 2021 at 11:23 AM

To: ina.minjarez@house.texas.gov

Dear Rep. Minjarez,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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--

Anthony Gordon

Founder

[Quoted text hidden]



Anthony Gordon <agordon@shjamesprep.org>

Public Meeting Notice

Anthony Gordon <agordon@shjamesprep.org>
To: andrew.murr@house.texas.gov

Mon, Feb 8, 2021 at 11:20 AM

Dear Rep. Murr,

This email is to inform you that Revolution Public Schools submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is S.H. James Preparatory Academy. The Board Members of Revolution Public Schools held public hearings on December 18, 2020 and January 4, 2021 live of the Families Empowered Facebook Page. The purpose of these hearings were to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from 5th-12th and serve the 78210-zip code plus a 10-mile radius around the 78210-zip code. As a reminder, Revolution Public Schools has not been awarded a charter. The application for S.H. James Preparatory Academy is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at charterapplication@tea.texas.gov.

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Anthony Gordon <agordon@shjamesprep.org>

Revolution Public Schools Notice of Public Meeting

Anthony Gordon <agordon@shjamesprep.org>

Tue, Dec 22, 2020 at 12:33 PM

To: marisa.perez@tea.texas.gov, sboesupport@tea.texas.gov, georgina.perez@tea.texas.gov, rubencortezfortexas@gmail.com, donna.bahorich@tea.texas.gov, matt.robinson@tea.texas.gov, sboecargill@sbcglobal.net, ellisSBOE@gmail.com, Tom Maynard <tom@maynardfortexas.com>, pat.hardy.1109@gmail.com, pam.little@tea.texas.gov, Aicha.Davis@tea.texas.gov, smelton51@gmail.com, marty@martyrowley.com, Lloyd.Doggett@mail.house.gov, Roland.Gutierrez@house.texas.gov, barbara.gervin-hawkins@house.texas.gov, diego.bernal@house.texas.gov, peter.flores@senate.texas.gov, jose.menendez@senate.texas.gov, southcentral_texas@cruz.senate.gov

Good Afternoon,

I am writing to provide official notice of a planned Community Information Session for S.H. James Preparatory Academy, the first proposed campus for Revolution Public Schools to be based in San Antonio, TX which will be applying for the Generation 26 cohort. The meeting will take place Monday, January 4, 2021 from 12:30-1:30 pm. The meeting will be held live virtually on the Families Empowered Facebook Page @ <https://www.facebook.com/FamiliesEmpowered>.

You can also RSVP for the event by clicking here:

https://www.eventbrite.com/e/live-qa-with-sh-james-preparatory-academy-tickets-131282319953?aff=efbeventix&fbclid=IwAR2il_zni5MgY6SN1Q7OXFzDCNloMgddUt87TIS_I-DKvRSXvxHtNbrvRLs

We currently have 4 members on our board:

Dr. Milton Harris
Stephanie Mendaloff
Cedric D Fisher
Racquel Gilford

To access the event (prior to the 18th):

1. Log on to Facebook
2. Visit the Families Empowered Page
3. Access their event page and locate the December 18th event
4. RSVP or mark yourself as going to the event
5. Turn on Facebook notifications in your settings
6. When the event starts you will receive a notification that it has started
7. Click on the notification to view event

To access the event (day of):

1. Log on to Facebook
2. Visit the Families Empowered page
3. Once the event goes live it will be accessible from the Families Empowered home page

We truly hope that you are able to join us for this event!

Happy Holidays!

Best,
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S.H. James Preparatory Academy
agordon@shjamesprep.org
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Anthony Gordon <agordon@shjamesprep.org>

Revolution Public Schools Notice of Public Meeting

Anthony Gordon <agordon@shjamesprep.org>

Tue, Dec 8, 2020 at 11:27 AM

To: southcentral_texas@cruz.senate.gov

Cc: charterapplication@tea.texas.gov

Good Morning,

I am writing to provide official notice of a planned Community Information Session for S.H. James Preparatory Academy, the first proposed campus for Revolution Public Schools to be based in San Antonio, TX which will be applying for the Generation 26 cohort. The meeting will take place Friday, December 18, 2020 from 11:30-12:30 pm. The meeting will be held live virtually on the Families Empowered Facebook Page @ <https://www.facebook.com/FamiliesEmpowered>.

You can also RSVP for the event by clicking here:

<https://www.eventbrite.com/e/live-qa-with-sh-james-preparatory-academy-tickets-131282031089?aff=efbeventtix&fbclid=IwAR3KHnS8rsO45WWSFG2EM4WdcU4KzlyFcmX0lhPSKHZUyjkUtzHvLTHuio>

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Anthony Gordon <agordon@shjamesprep.org>

Revolution Public Schools Notice of Public Meeting

Anthony Gordon <agordon@shjamesprep.org>

Tue, Dec 8, 2020 at 11:21 AM

To: marisa.perez@tea.texas.gov, sboesupport@tea.texas.gov, georgina.perez@tea.texas.gov, rubencortezfortexas@gmail.com, donna.bahorich@tea.texas.gov, matt.robinson@tea.texas.gov, sboecargill@sbcglobal.net, ellisSBOE@gmail.com, tom@maynardfortexas.com, pat.hardy.1109@gmail.com, pam.little@tea.texas.gov, Aicha.Davis@tea.texas.gov, smelton51@gmail.com, marty@martyrowley.com, Lloyd.Doggett@mail.house.gov, Roland.Gutierrez@house.texas.gov, barbara.gervin-hawkins@house.texas.gov, diego.bernal@house.texas.gov, peter.flores@senate.texas.gov, jose.menendez@senate.texas.gov
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Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a state-assessed core content area that will be taught within the first three years of operation (as required).

8th Grade ELA Scope and Sequence

Quarter 1		
Unit	20 Days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 1: What's Your Story?</p> <p>This Unit establishes students foundations for quality reading, writing and discussion of text that is appropriate for the genre. Students will practice and utilize routines that explore their own identities and make strong connections to the texts that they interact with daily. Students will explore multiple genres and identify their characteristics , utilize metacognitive strategies, ground themselves in the habits of discourse and begin to explore the</p>	<p>16 60-minute Sessions</p> <p>2 bi-weekly Reading Quizzes</p>	<p><u>Literacy Routines</u> 8.1(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 8.1(D) participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues 8.2(B)* use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words 8.3(A) adjust fluency when reading grade- level text based on the reading purpose 8.5(E)* make connections to personal experiences, ideas in other texts, and society 8.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down</p> <p><u>Comprehension Skills</u> 8.5(A) Establish purpose for reading assigned and self-selected texts. 8.5(B) Generate questions about text before, during, and after reading to deepen understanding and gain information. 8.5(C) Make, correct, or confirm predictions using text features, characteristics of genre, and structures. 8.5(D) Create mental images to deepen understanding. 8.5(F) Make inferences and use evidence to support understanding. 8.9(D) Describe how the author's use of figurative language such as extended metaphor achieves specific purposes. 8.9(E) Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p><u>Genre Studies</u> 8.7(B) Analyze how characters' motivations and behaviors influence events and resolution of the conflict. 8.7(C) Analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development. 8.8(A) Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries,</p>

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<p>world of literature through a critical lens that gives them a clear vision of their place in the world around them grounded in text and literature.</p> <p>In addition students will engage in consistent independent reading, journaling and verbal expression to build the foundation for subsequent units.</p>		<p>humor, fantasy, science fiction, and short stories.</p> <p><u>Habits of Discourse</u> 8.6(A) Describe personal connections to a variety of sources, including self selected texts. 8.6(B) Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order. 8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating. 8.6(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 8.6(G) Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Writing Skills</u> 8.10(A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. 8.10(B)(i) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. 8.10(D)(v) Edit drafts using standard English conventions, including correct capitalization. 8.10(D)(vi) Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses. 8.10(E) Publish written work for appropriate audiences.</p>
Unit	25 Days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 2: The Storytellers</p> <p>This unit explores the authors and their techniques, strategies and tools used to tell the story. During this unit students will interact</p>	<p>20 60 minute sessions</p> <p>2 bi-weekly quizzes</p> <p>1 Interim Assessment</p>	<p><u>Literacy Routines</u> 8.1(A) Listen actively to interpret a message by summarizing, asking questions, and making comments. 8.1(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively 8.2(A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 8.2(B) Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words. 8.4(A) Self-select text and read independently for a sustained period of time.</p>

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<p>with genres such as fiction, memoir, literary nonfiction, poetry, etc. to determine the author's purpose for writing specific texts. Students will study literary devices in order to determine the meaning and motivation for authors to write in the ways they do. They will then use this knowledge to support or challenge the author's messages in the text.</p> <p>Students will continue their independent reading, discourse, writing and journaling during this unit.</p>		<p>8.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures</p> <p><u>Comprehension Skills</u></p> <p>8.5(E) Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5(F) Make inferences and use evidence to support understanding.</p> <p>8.9(E) Identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9(F) Analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p><u>Genre Studies</u></p> <p>8.7(A) Analyze how themes are developed through the interaction of characters and events.</p> <p>8.7(B) Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p>8.7(C) Analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p>8.7(D) Explain how the setting influences the values and beliefs of characters.</p> <p>8.8(B) Analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry.</p> <p><u>Habits of Discourse</u></p> <p>8.6(C) Use text evidence to support an appropriate response.</p> <p>8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.</p> <p>8.6(F) Respond using newly acquired vocabulary as appropriate.</p> <p>8.6(G) Discuss and write about the explicit or implicit meanings of text</p> <p><u>Writing Skills</u></p> <p>8.6(C)* use text evidence to support an appropriate response</p> <p>8.6(J) defend or challenge the authors' claims using relevant text evidence</p> <p>8.9(A) Explain the author's purpose and message within a text.</p> <p>8.9(D) Describe how the author's use of figurative language such as extended metaphor and achieves specific purposes.</p> <p>8.10(A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p>
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		<p>8.10(B)(i) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>8.10(D)(v) Edit drafts using standard English conventions, including correct capitalization.</p> <p>8.10(D)(vi) Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.</p>
Quarter 2		
Unit	25 Days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 3: So Much Drama!</p> <p>This chapter will ground students in deep character analysis focusing on conflict, theme, setting and how each has a deep impact on the plot in fiction and drama. Students will also begin to use other genres such as non fiction to draw real life connections in writing argumentative compositions and provide evidence to support claims that they make about the texts that they are reading. This</p>	<p>20 60 minute Sessions</p> <p>2 bi-weekly Quizzes</p>	<p><u>Literacy Routines</u></p> <p>8.1(A) Listen actively to interpret a message by summarizing, asking questions, and making comments. ELA.8.2.A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2(B) Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2(C) Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p> <p>8.4(A) Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>8.5(E) Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5(F) Make inferences and use evidence to support understanding.</p> <p>8.5(H) Synthesize information to create new understanding.</p> <p><u>Genre Studies</u></p> <p>8.7(A) Analyze how themes are developed through the interaction of characters and events.</p> <p>8.7(B) Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p>8.7(C) Analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p>8.7(D) Explain how the setting influences the values and beliefs of characters.</p> <p>8.8(C) Analyze how playwrights develop dramatic action through the use of acts and scenes.</p> <p>8.9(D) Describe how the author's use of figurative language such as extended metaphor and achieves specific purposes.</p> <p>8.9(E) Identify and analyze the use of literary devices, including multiple points of view and irony.</p>

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will act as a precursor for the forthcoming research unit that students will experience in Unit 4.		<p>Habits of Discourse</p> <p>8.6(C) Use text evidence to support an appropriate response.</p> <p>8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.</p> <p>8.6(G) Discuss and write about the explicit or implicit meanings of text.</p> <p>Writing Skills</p> <p>8.9(A) Explain the author's purpose and message within a text.</p> <p>8.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p> <p>8.10(A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p>8.10(B)(i) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p> <p>8.10(D)(v) Edit drafts using standard English conventions, including correct capitalization.</p> <p>8.10(D)(vi) Edit drafts using standard English conventions, including punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses.</p>
Unit	20 days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 4: Where's Your Proof?</p> <p>For this unit students will examine informational texts and evaluate credible and reliable sources of information. Students will conduct in depth research and compose their</p>	<p>16 60 minute Sessions</p> <p>2 bi-weekly Quizzes</p> <p>Interim Assessment</p>	<p>Literacy Routines</p> <p>8.1(D) Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p> <p>8.2(A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.2(B) Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2(C) Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p> <p>8.4(A) Self-select text and read independently for a sustained period of time.</p> <p>Comprehension Skills</p> <p>8.5(E) Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5(F) Make inferences and use evidence to support</p>

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<p>first research project with a formal written and oral presentation to end the semester. This project will encompass all skills and multiple genres that have been studied during the first two quarters and allow students to apply these skills in this encompassing assessment.</p>		<p>understanding. 8.5(G) Evaluate details read to determine key ideas. 8.5(H) Synthesize information to create new understanding.</p> <p>Genre Studies 8.8(D)(i) Analyze characteristics and structural elements of informational text, including controlling idea or thesis with supporting evidence. 8.8(D)(iii) Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis. 8.8(E)(i) Analyze characteristics and structures of argumentative text by identifying the claim and analyzing the argument. 8.8(E)(ii) Analyze characteristics and structures of argumentative text by identifying and explaining the counter argument. 8.8(E)(iii) Analyze characteristics and structures of argumentative text by identifying the intended audience or reader. 8.9(B) Analyze how the use of text structure contributes to the author's purpose. 8.9(C) Analyze the author's use of print and graphic features to achieve specific purposes. 8.9(G) Explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.</p> <p>Habits of Discourse 8.6(B) Write responses that demonstrate understanding of texts, including comparing sources within and across genres. 8.6(C) Use text evidence to support an appropriate response. 8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order. 8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating. 8.6(G) Discuss and write about the explicit or implicit meanings of text.</p> <p>Writing Skills 8.9(A) Explain the author's purpose and message within a text. 8.10(A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. 8.10(B)(i) Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.</p>
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		<p>8.10(B)(ii) Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts, details, and examples.</p> <p>8.10(D)(ii) Edit drafts using standard English conventions, including consistent, appropriate use of verb tenses and active and passive voice.</p> <p>8.10(E) Publish written work for appropriate audiences.</p> <p>8.11(B) Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p> <p>8.12(A) Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p>8.12(D) Identify and gather relevant information from a variety of sources.</p> <p>8.12(H)(ii) Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p> <p>8.12(J) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
Quarter 3		
Unit	25 days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 5: Let's Go Deeper!</p> <p>This unit will act to solidify student learning throughout the year as well as expose students to deeper examination of text across genres. This unit will continue to build off of the research unit in allowing student to take and defend stances based in personal</p>	<p>20 60 Minute Sessions</p> <p>2 bi-weekly Quizzes</p> <p>STAAR Mock Test</p>	<p><u>Literacy Routines</u></p> <p>8.1(C) Advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.</p> <p>8.2(B) Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.</p> <p>8.2(C) Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.</p> <p>8.4(A) Self-select text and read independently for a sustained period of time</p> <p><u>Comprehension Skills</u></p> <p>8.5(A) Establish purpose for reading assigned and self-selected texts.</p> <p>8.5(E) Make connections to personal experiences, ideas in other texts, and society.</p> <p>8.5(F) Make inferences and use evidence to support understanding.</p> <p>8.5(G) Evaluate details read to determine key ideas.</p> <p>8.5(H) Synthesize information to create new understanding.</p> <p>8.9(A) Explain the author's purpose and message within a text.</p> <p>8.9(B) Analyze how the use of text structure contributes to</p>

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<p>experience, text and research. These skills will work to benefit students in state testing as well as further prepare them for the publishing units during the fourth quarter in which they will apply reading, writing and discourse skills in the end of the year formal project.</p>		<p>the author's purpose. 8.9(C) Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>Genre Studies 8.7(A) Analyze how themes are developed through the interaction of characters and events. 8.7(B) Analyze how characters' motivations and behaviors influence events and resolution of the conflict. 8.7(C) Analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development. 8.7(D) Explain how the setting influences the values and beliefs of characters. 8.8(A) Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories. 8.8(D)(i) Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence. 8.8(D)(iii) Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.</p> <p>Habits of Discourse 8.6(C) Use text evidence to support an appropriate response. 8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order. 8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating. 8.6(G) Discuss and write about the explicit or implicit meanings of text. 8.6(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 8.6(I) Reflect on and adjust responses as new evidence is presented. 8.6(J) Defend or challenge the authors' claims using relevant text evidence.</p> <p>Writing Skills 8.10(A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. 8.10(C) Revise drafts for clarity, development, organization, style, word choice, and sentence variety. 8.10(D)(iv) Edit drafts using standard English conventions, including pronoun antecedent agreement. 8.10(E) Publish written work for appropriate audiences. 8.11(C) Compose multi- paragraph argumentative texts using</p>
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		<p>genre characteristics and craft.</p> <p>8.12(A) Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p>8.12(D) Identify and gather relevant information from a variety of sources.</p>
Unit	20 days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 6: Understanding Media</p> <p>In this Unit students will study and gain a clearer understanding of media and media literacy. Students will examine media in multiple genres such as television, radio, print media, online sources, social media, technology, advertising, etc. Students will learn media techniques and how they influence our daily lives as it relates to opinions, perspective, bias, spending habits, etc. Students will learn the tools and skills that relate to media influence and how they are</p>	<p>16 60 minute Sessions</p> <p>State Assessment</p>	<p><u>Literacy Routines</u></p> <p>8.1(A) Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1(B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1(D) Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p> <p>8.2(A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>8.4(A) Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>8.5(F) Make inferences and use evidence to support understanding.</p> <p>8.5(H) Synthesize information to create new understanding.</p> <p><u>Genre Studies</u></p> <p>8.8(D)(ii) Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations.</p> <p>8.8(D)(iii) Analyze characteristics and structural elements of informational text, including features such as footnotes, endnotes, and citations.</p> <p>8.8(F) Analyze characteristics of multimodal and digital texts.</p> <p>8.9(E) identify and analyze the use of literary devices, including multiple points of view and irony.</p> <p>8.9(B) analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9(C) analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>8.9(D) describe how the author's use of figurative language such as extended metaphor achieves specific purposes.</p> <p>8.9(F) analyze how the author's use of language contributes to the mood, voice, and tone.</p> <p>8.9(G) explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning</p> <p><u>Habits of Discourse</u></p>

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personally affected by the media. Students will conduct a cross curricular research project as a culmination of this unit to determine media influence in a chosen genre.		<p>8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.</p> <p>8.6(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>Writing Skills</p> <p>8.10(A) Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests.</p> <p>8.10(C) Revise drafts for clarity, development, organization, style, word choice, and sentence variety.</p> <p>8.10(E) Publish written work for appropriate audiences.</p> <p>8.11(B) Compose multi- paragraph argumentative texts using genre characteristics and craft.</p> <p>8.12(A) Generate student- selected and teacher- guided questions for formal and informal inquiry.</p> <p>8.12(B) Develop and revise a plan.</p> <p>8.12(C) Refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p> <p>8.12(D) Identify and gather relevant information from a variety of sources.</p> <p>8.12(E) Differentiate between primary and secondary sources.</p> <p>8.12(F) Synthesize information from a variety of sources.</p> <p>8.12(G) Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>8.12(H)(i) Examine sources for reliability, credibility, and bias, including omission.</p> <p>8.12(H)(ii) Examine sources for faulty reasoning such as bandwagon appeals, repetition, and loaded language.</p> <p>8.12(I) Display academic citations and use source materials ethically.</p> <p>8.12(J) Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
Quarter 4		
Unit	20 days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 7: Becoming a Writer</p> <p>In this unit students will practically apply the skills learned throughout the</p>	<p>16 60 minute Sessions</p> <p>2 bi-weekly Quizzes</p> <p>STAAR Retesting Small Group</p>	<p>Literacy Routines</p> <p>8.1(A) Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1(B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1(D) Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p> <p>8.2(A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of</p>

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<p>year to write in multiple genres. Students will practice and use the literary devices and habits of authors to express themselves in a written form. Students will write fiction, nonfiction, poetry, drama, argumentative and text for media during this unit of studies as well as conducting habits of the writers workshop which include peer review, editing, revising, publishing, etc</p>	<p>Instruction</p>	<p>speech.</p> <p>8.4(A) Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>8.5(F) Make inferences and use evidence to support understanding.</p> <p>8.5(H) Synthesize information to create new understanding.</p> <p><u>Genre Studies</u></p> <p>8.7(A) Analyze how themes are developed through the interaction of characters and events.</p> <p>8.7(B) Analyze how characters' motivations and behaviors influence events and resolution of the conflict.</p> <p>8.7(C) Analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.</p> <p>8.7(D) Explain how the setting influences the values and beliefs of characters.</p> <p>8.8(A) Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories.</p> <p>8.8(D)(i) Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence.</p> <p>8.8(D)(iii) Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis.</p> <p>8.9(A) Explain the author's purpose and message within a text.</p> <p>8.9(B) Analyze how the use of text structure contributes to the author's purpose.</p> <p>8.9(C) Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Habits of Discourse</u></p> <p>8.6(C) Use text evidence to support an appropriate response.</p> <p>8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.</p> <p>8.6(G) Discuss and write about the explicit or implicit meanings of text.</p> <p>8.6(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>8.6(I) Reflect on and adjust responses as new evidence is presented.</p> <p>8.6(J) Defend or challenge the authors' claims using relevant text evidence.</p>
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		<p><u>Writing Skills</u></p> <p>8.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests</p> <p>8.10(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples</p> <p>8.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p> <p>8.10(D) edit drafts using standard English conventions, including:</p> <p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</p> <p>(ii) consistent, appropriate use of verb tenses and active and passive voice</p> <p>(iii) prepositions and prepositional phrases and their influence on subject-verb agreement</p> <p>(iv) pronoun-antecedent agreement</p> <p>(v) correct capitalization</p> <p>(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses</p> <p>(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p> <p>8.10(E) publish written work for appropriate audiences</p> <p>8.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p> <p>8.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</p> <p>8.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p> <p>8.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</p>
Unit	25 days	Texas Essential Knowledge and Skills (TEKS)
<p>Unit 8: Becoming a Writer II</p> <p>For this unit students will complete their</p>	<p>20 60 minute Sessions</p> <p>STAAR Retesting Small Group</p>	<p><u>Literacy Routines</u></p> <p>8.1(A) Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1(B) Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.</p> <p>8.1(D) Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for</p>

8th Grade ELA Scope and Sequence

<p>end of the year project in which they will create an original publication of their choosing. Students will have the opportunity to create a work of fiction, a play, a research paper, a book of poetry, a blog, a podcast, a radio or television pilot, or another instructor approved project. This project must be based on the standards from this year's coursework, be planned for milestones and be ready for presentation by the established due date. This project can be conducted individually or in small groups with teacher approval.</p>	<p>Instruction End of the Year Project</p>	<p>speakers, take notes, and vote on key issues. 8.2(A) Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. 8.4(A) Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> 8.5(F) Make inferences and use evidence to support understanding. 8.5(H) Synthesize information to create new understanding.</p> <p><u>Genre Studies</u> 8.7(A) Analyze how themes are developed through the interaction of characters and events. 8.7(B) Analyze how characters' motivations and behaviors influence events and resolution of the conflict. 8.7(C) Analyze non- linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development. 8.7(D) Explain how the setting influences the values and beliefs of characters. 8.8(A) Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories. 8.8(D)(i) Analyze characteristics and structural elements of informational text, including the controlling idea or thesis with supporting evidence. 8.8(D)(iii) Analyze characteristics and structural elements of informational text, including multiple organizational patterns within a text to develop the thesis. 8.9(A) Explain the author's purpose and message within a text. 8.9(B) Analyze how the use of text structure contributes to the author's purpose. 8.9(C) Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Habits of Discourse</u> 8.6(C) Use text evidence to support an appropriate response. 8.6(D) Paraphrase and summarize texts in ways that maintain meaning and logical order. 8.6(E) Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating. 8.6(G) Discuss and write about the explicit or implicit meanings of text. 8.6(H) Respond orally or in writing with appropriate register, vocabulary, tone, and voice. 8.6(I) Reflect on and adjust responses as new evidence is presented.</p>
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8th Grade ELA Scope and Sequence

		<p>8.6(J) Defend or challenge the authors' claims using relevant text evidence.</p> <p>Writing Skills</p> <p>8.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests</p> <p>8.10(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion</p> <p>(ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples</p> <p>8.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety</p> <p>8.10(D) edit drafts using standard English conventions, including:</p> <p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</p> <p>(ii) consistent, appropriate use of verb tenses and active and passive voice</p> <p>(iii) prepositions and prepositional phrases and their influence on subject-verb agreement</p> <p>(iv) pronoun-antecedent agreement</p> <p>(v) correct capitalization</p> <p>(vi) punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses</p> <p>(vii) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too</p> <p>8.10(E) publish written work for appropriate audiences</p> <p>8.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft</p> <p>8.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft</p> <p>8.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft</p> <p>8.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure</p>
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Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

S.H. James Preparatory Academy Discipline Plan
(As Adapted from the Chicago Public Schools SCC and McComb School District)¹

GENERAL REQUIREMENTS

The S. H. James Preparatory Academy Student Code of Conduct (SCC) is inclusive of student behaviors during any school days, anytime students are on school property, any travel to and from school or any school related travel, at any school-related event, on any vehicle funded by JPA (such as a school or charter bus, any campus approved transportation method), and while using the JPA network or any JPA provided technology.

The SCC also applies to student behavior outside of school if: (1) a student engages in a Tier 4 or 5 behavior, and (2) the behavior becomes or may become a disruption of the academic or social norms or the normal operation of the school. This includes serious, inappropriate, threatening, discriminatory behavior on social networking websites that cause or may cause a disruption of academic or social norms or normal operation of the school.

To address behavior, school administrators will comply with Texas law to operate within an approach to student behavior, including discipline practices that foster safe, supportive, inclusive, restorative, trauma informed and productive learning environments. At a minimum, a principal or his/her designee must:

1) Redirect to correct behavior. All adults should redirect students using appropriate strategies to acknowledge and correct inappropriate behavior, while minimizing the likelihood of the behavior escalating or recurring.

2) Intervene to minimize disruption, de escalate and resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify campus medical staff, appropriate leadership staff and parents/guardians.

3) Gather information by talking to all students, teachers, school staff, or other witnesses to the incident. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the student, his/her locker, desk, or personal belongings needs to be conducted, contact appropriate leadership staff who will follow the Texas state policy that governs campus, students and families rights. Identify factors that may have contributed to the incident and seek to understand the full context.

4) Analyze whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the Tier level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.

¹<https://www.restorativeschoolstoolkit.org/sites/default/files/2014-2015%20CPS%20Student%20Code%20of%20Conduct.pdf>

5) Discuss with the student and provide the opportunity to explain his/her actions, reasoning and perceived/desired outcome.

- a) Inform the student of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
- b) Allow the student to respond and explain his/her actions.
- c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
- d) No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.
- e) Each student will be supplied with distance learning materials and appropriate technology/resources to ensure that the work is completed to be turned in upon return.

6) Make a determination and assign interventions or consequences according to the SCC.

- a) Determine whether the intervention or consequence aligned with the Tier of the inappropriate behavior is likely to address and correct the behavior and is online with the SCC.
- b) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any student or staff harmed, and the rights of the student engaged in inappropriate behavior, in alignment with the SCC.
- c) Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
- d) Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.
- e) If a student is suspended, the principal or his/her designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Tier level.

f) School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.

g) No restrictions may be placed on food options, self-care, design and community service responsibilities or recess activities as a behavior consequence.

7) **Complete report** and document in Kickboard for all inappropriate behaviors under the SCC. Follow up with parents/guardians as appropriate to address intervention, consequences and next steps assigned.

8) **Inform parents/guardians of their right to appeal** if they believe that the consequence is unwarranted or excessive.

a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.

b) If a student has been suspended or referred for an expulsion hearing, the parents/guardians may appeal by contacting the Family & Community Engagement (FACE) Specialist or his/her designee. The FACE Specialist or designee will review the appeal and determine:

- whether any factual errors were made in the principal's investigation,
- whether the documentation of the student's behavior aligns to the recorded SCC behavior category,
- whether prior interventions were attempted when appropriate,
- whether the length of the suspension was commensurate with the student's inappropriate behavior, and
- in the case of a request for an expulsion hearing, whether the request was appropriate.

The FACE Specialist or designee's decision shall be final. The term of a student's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.

c) If a student has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Chief Executive Officer's designee. The decision of the CEO or designee regarding the appeal shall be final. The start of a student's expulsion is not delayed by the parents/ guardians' appeal.

9) **Restore** the student's participation in the school community. If the student received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the student's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, targeted SEL support and addressing the student's ongoing social, emotional, and academic needs, with input from the staff, student and parents/guardians.

SUSPENSION GUIDELINES

If a student exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff, the principal or designee impose in school or out-of-school suspension after the student's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, targeted SEL support and addressing the student's ongoing social, emotional, and academic needs.

On Campus Intervention Measures

On campus intervention measures (in school suspension), will include restorative practices, skill-building sessions and community service, that removes a student from his/her regular educational schedule for more than 60 minutes of the school day to an alternative supervised setting inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills. A student in grades fifth through twelfth may be assigned a skill-building in-school suspension if:

- 1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of the his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3) The incident is recorded in the students Kickboard account and a copy of the report is transmitted to the parent electronically.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension. A student in grades fifth through twelfth may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior Tier, and
- 2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented on Kickboard, or
- 3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in Kickboard, and

- 4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 5) A copy of the incident report (generated in Kickboard) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal or designee must ensure that a student serving suspension is provided with virtual learning materials and schedules for at home learning prior to release to maintain consistency of instruction, and upon the student's return, provide the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with approval. The student's attendance will still be marked as suspended. The principal or designee must approve any other exception to the out-of-school suspension guidelines.

POLICE NOTIFICATION GUIDELINES

School administrators contact the San Antonio Police Department (SAPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies. In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting SAPD.

Criminal Acts

When a student engages in illegal activity, it may be necessary for school staff to report the act to SAPD. In this situation, school officials contact SAPD to report violations of the law. School officials must not contact SAPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting SAPD. The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior.

School officials must assess the situation before determining whether or not to contact SAPD to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, SAPD must be notified.
- Whether the student was in possession of a firearm. If so, SAPD must be notified.
- The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student’s conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and
- The student’s age. Once school staff members contact SAPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student’s behavior.

STUDENT BEHAVIOR TIERS

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in five different tiers, according to the degree of disruption to the learning environment.

- Tier 1 lists behaviors that are inappropriate or disruptive.
- Tier 2 lists behaviors that are seriously disruptive.
- Tier 3 lists behaviors that are extremely disruptive.
- Tier 4 lists behaviors that are a possible violation of criminal law.
- Tier 5 lists behaviors that are a violation of criminal law.

SPECIAL NOTES:

School Rules and Academic Progress

The school may develop rules that are consistent with the SCC and may address inappropriate student behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may not be used to discipline students for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling students should be considered for academic or behavioral interventions to help them improve. Also, students must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

Cellular Phones and Other Information Technology Devices

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Executive Director or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

School Dress Codes and Uniform Policies

The school will not adopt a dress code policy that requires students to wear a specific uniform.

Dating Violence Statement

Any school employee who is notified by a parent, guardian or student, or who reasonably suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the student victim of dating violence receives appropriate support services in accordance with any Board Policies on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact.

Tier 1-

Behaviors	Interventions and Consequences
1-1 Running and/or making excessive noise in the hall or building	- Incident documented in Kickboard and on student weekly paycheck
1-2 Leaving the classroom without permission	- Teacher, Student, Parent/Guardian, and/or SEL Team designee conference focused on

<p>1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction</p> <p>1-4 Loitering, or occupying an unauthorized place in the school or on school grounds</p> <p>1-5 Failing to attend class without a valid excuse</p> <p>1-6 Persistent tardiness to school or class (3 or more incidents per semester)</p> <p>1-7 Use of the school network for the purpose of accessing non-educational materials, such as games and other inappropriate materials</p> <p>1-8 Unauthorized use or possession of cellular telephones or other information technology devices</p> <p>1-9 Posting or distributing unauthorized written materials on school grounds</p> <p>1-10 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities</p> <p>1-11 Use of the school network for the purposes of distributing or downloading non-educational material</p>	<p>expectation violated, cause of behavior, and strategy to prevent recurrence</p> <p>- Recommended instructive, corrective, or restorative response if appropriate</p>
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Tier 2-

Behaviors	Interventions or Consequences
<p>2-1 Leaving the school without permission</p> <p>2-2 Initiating or participating in any unacceptable minor physical actions</p> <p>2-3 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures</p>	<p>- Incident documented in Kickboard and on student weekly paycheck</p> <p>- Teacher, Student, Parent/Guardian, and/or SEL Team designee conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</p> <p>- Recommended instructive, corrective, or restorative response</p>

<p>2-4 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>2-5 Disruptive behavior on the school bus</p> <p>2-6 Any behavior not otherwise listed in Tier 1 of this SCC that seriously disrupts the educational process</p> <p>2-7 Second or more documented violation of a Tier 1 behavior</p> <p>2-8 Gambling – participating in games of chance or skill for money or things of value</p> <p>2-9 Plagiarizing, cheating and/or copying the work of another student or other source</p> <p>2-10 Overt display of gang affiliation</p>	<ul style="list-style-type: none"> - Community Service or after school skill building courses based on incident - Weekly SEL Check-ins with goal setting - Weekly Parent Communication
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Tier 3-

Behaviors	Interventions or Consequences
<p>3-1 Fighting – physical contact between two people with intent to harm, but no injuries result</p> <p>3-2 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability</p> <p>3-3 Forgery – false and fraudulent making or altering of a document or the use of such a document</p> <p>3-4 Gang activity or overt displays of gang affiliation</p>	<ul style="list-style-type: none"> - Incident documented in Kickboard and on student weekly paycheck - Teacher, Student, Parent/Guardian, and/or SEL Team designee conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence - Recommended instructive, corrective, or restorative response - Community Service and/or in school/after school skill building courses based on incident up to 3 days - Bi-Weekly SEL Check-ins with goal setting - Bi-Weekly Parent Communication - Parent Shadow

<p>3-5 Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities</p> <p>3-6 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students’ participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings</p> <p>3-7 Use of the school network for a seriously disruptive purpose not otherwise listed in this SCC</p> <p>3-8 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified</p> <p>3-9 Possession, use, sale, or distribution of fireworks</p> <p>3-10 Any behavior not otherwise listed in Groups 1 or 2 of this SCC that cause extreme disruptions to the educational process</p> <p>3-11 Possession of any dangerous object as defined by this SCC, first documented behavior</p> <p>3-12 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</p> <p>3-13 Trespassing on school property – entering property when previously prohibited or remaining on school grounds after receiving a request to depart</p>	<p>- Enrollment in Future Leaders Program to provide targeted mentoring and SEL Services</p>
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<p>3-14 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters</p> <p>3-15 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500</p>	
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Tier 4-

Behaviors	Interventions or Consequences
<p>4-1 Extortion – obtaining money or information from another by coercion or intimidation</p> <p>4-2 Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery</p> <p>4-3 Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel</p> <p>4-4 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury</p> <p>4-5 Fighting – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury</p> <p>4-6 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150</p> <p>4-7 Knowingly or intentionally using the school network or information technology</p>	<ul style="list-style-type: none"> - Incident documented in Kickboard and on student weekly paycheck - Teacher, Student, Parent/Guardian, and/or SEL Team designee conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence - Recommended instructive, corrective, or restorative response - Community Service and a combination of out of school suspension/in school/after school skill building courses based on incident up to 5 days - Before return SEL staff creates personalized reentry plan - Upon return initial SEL Check-in with goal setting - Daily SEL Check-ins and goal progress check - Daily Electronic Parent Communication - Parent Shadow - Enrollment in Future Leaders Program to provide targeted mentoring and SEL Services - Request for expulsion hearing, if applicable

<p>devices to spread viruses to the network</p> <p>4-8 Use or possession of alcohol in school or at, before, or after a school related function</p> <p>4-9 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors</p> <p>4-10 Engaging in or attempting any illegal behavior which interferes with the school's educational process</p> <p>4-11 Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment</p> <p>4-12 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force</p> <p>4-13 Second or repeated violation of Behavior 3-11, possession of any dangerous object as defined by this SCC</p> <p>4-14 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the school network to access student records or other unauthorized information, or to otherwise circumvent the information security system</p> <p>4-15 Battery, or aiding or abetting in the</p>	<p>- For behaviors involving the improper use of the network or information technology devices, revocation of network privileges for up to two years</p>
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<p>commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification</p> <p>4-16 Inappropriate consensual sexual activity</p> <p>4-17 Intentionally causing or attempting to cause all or a portion of the CPS network to become inoperable</p> <p>4-18 Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in or before school or a school-related function</p>	
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Tier 5-

Behaviors	Interventions or Consequences
<p>5-1 Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel</p> <p>5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p> <p>5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150</p> <p>5-4 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication, or repeated violation of Behavior 4-18</p> <p>5-5 Second or repeated violation of Behavior 4-8, use or possession of alcohol in school or at, before or after a school-related function</p>	<ul style="list-style-type: none"> - Incident documented in Kickboard and on student weekly paycheck - Teacher, Student, Parent/Guardian, and/or SEL Team designee conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence - Community Service and a combination of out of school suspension/in school/after school skill building courses based on incident up to 10 days - Before return SEL staff creates personalized reentry plan - Upon return initial SEL Check-in with goal setting - Daily SEL Check-ins and goal progress check - Daily Electronic Parent Communication - Parent Shadow

<p>5-6 Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p> <p>5-7 Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm</p> <p>5-8 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p> <p>5-9 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated</p> <p>5-10 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force</p> <p>5-11 Sex acts which include the use of force</p> <p>5-12 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery</p> <p>5-13 Murder – killing an individual without legal justification</p> <p>5-14 Attempted murder – an act that constitutes a substantial step toward intended commission of murder</p> <p>5-15 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine</p> <p>5-16 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of</p>	<ul style="list-style-type: none"> - Enrollment in Future Leaders Program to provide targeted mentoring and SEL Services - Request for expulsion hearing - For behaviors involving the improper use of the network or information technology devices, revocation of network privileges indefinitely
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stolen property that costs more than \$1,000	
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Due Process²

When a student is confronted with disciplinary action, the board and its administrators shall afford him the safeguards of due process as required by applicable law.

In any case, the student must be made fully aware of his rights and must be given an opportunity to present his side of the case prior to any action being taken by school officials.

The executive director and principal have the power to suspend a student for good cause or reason for which the student would be suspended, dismissed or expelled by the school board. However, the action of the executive director or principal is subject to review by, and the approval or disapproval, of the school board. If the parent, guardian or custodian that is court or Department of Human Services appointed of any child shall feel aggrieved by the suspension or dismissal of that child, then the parent, guardian or custodian that is court or Department of Human Services appointed has the right to a due process hearing. The parent or guardian of the child will be advised of this right to a hearing by the executive director or principal and the proper form will be provided for requesting such a hearing.

LONG TERM STUDENT SUSPENSION OR EXPULSION

A student will be subject to suspension for any period in excess of ten (10) school days for violations of school rules or for any other act of misconduct for insubordination, only by action of the Board of Education. Decision to suspend a student for more than ten (10) days will come only after the student has been afforded notice, opportunity for hearing, and other procedural rights consistent with state and federal due process requirements.

A student shall be subject to suspension for any period in excess of ten (10) school days only by action of the Revolution Public Schools Board after the student has been afforded notice, opportunity for hearing and other procedural rights hereinafter prescribed prior to such suspension or expulsion becoming effective. Such suspension may be administered by the Board notwithstanding that the student was previously suspended by the executive director or other official under Short Term Suspension. Where suspension under this policy is proposed to be administered, the Board or its executive director or other authorized official shall cause a notice to be given to the student and his parents (or other person standing in loco parentis), either in person or by United States mail directed to their last known address, which notice shall include:

1. A copy of the rule allegedly violated and a description of the acts of the student alleged to have violated the rule.

² https://www.mccomb.k12.ms.us/apps/pages/index.jsp?uREC_ID=369237&type=d&pREC_ID=829622

2. The names of the witnesses and a summary of the evidence expected to be used in support of the charges.
3. The maximum penalty which may be administered for the alleged misconduct.
4. A tentative time and place for the hearing.
5. A copy of these hearing procedures.
6. A statement that before long-term suspension or expulsion can be invoked the student has a right to a hearing which may be waived if he and his parent, guardian or custodian that is court or Department of Human Services appointed agree to forego it by furnishing the principal a signed statement to that effect. The student and his parent, guardian or custodian that is court or Department of Human Services appointed shall notify the school within twenty-four hours after receipt of notice as to whether they will waive the hearing. If notification is not received, the hearing schedule will be observed.
7. A statement that the student is entitled to a hearing process upon request.
8. A copy of the student's current educational record.

CONDUCT OF THE HEARING - LONG TERM SUSPENSION OR EXPULSION

Record of the Hearing: The board shall provide a court reporter to transcribe the evidence and proceedings in substantially the same manner as civil trials in the superior court. The burden of proof shall be on the Board and it shall be entitled to open and conclude the proceedings.

Examination of Witnesses: Members of the board and the principal, the school system's attorney, the student or his parent, guardian or custodian that is court or Department of Human Services appointed or his legal representative, may question witnesses (witnesses include the principal and the student) about any matters logically relevant to the charge against the student and the proper disposition of the matter. The President of the Board has authority to limit unproductively long or irrelevant questioning by non-board members.

EXPULSION

The Board may expel a student for conduct that disrupts the educational process or endangers the health or safety of the student, his classmates, or school personnel.

Prior to final action, the Board and its administrators must follow the requirements of due process.

1. The district must forewarn the student of the type of conduct that will subject him to expulsion through written and posted rules and regulations.
2. The district must give the accused student and his parent, guardian or custodian that is court or Department of Human Services appointed written notice of the charges against him and the nature of the evidence supporting those charges.

3. The district must inform the student in writing where and when the hearing will take place at least five (5) days prior to said hearing.

4. The district shall inform the student of his procedural rights to the hearing.

5. The Board shall conduct a hearing in accordance with the basic principles of due process.

STUDENTS WITH A DISABILITY: Students with a disability are responsible for adhering to the same rules of conduct as regular students. A student with a disability may be suspended for a maximum of ten (10) days, if it can be shown that the reason for such suspension is not related to the handicapping condition. Multiple suspensions for the same incident or act are prohibited. In each case, prior to any suspension, the student's IEP shall be revised. The special education director or his designee should be contacted immediately when a special education student commits a violation of the rules of conduct which may result in the removal from the classroom by suspension or expulsion.

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

December 28, 2020

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

The Honorable Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath, and Dr. Ellis:

I am writing to express my support of S.H. James Preparatory Academy, a proposed 5th-12th grade open enrollment public charter school for students in San Antonio.

Kindness Matters! Academic Excellence Matters! In my role of promoting Academic Excellence on San Antonio's Eastside, I search for those resources that help our youth Explore, Dream Big and Make a Difference. S.H. James Preparatory Academy will provide such a crucial resource for the third decade of the 21st century and beyond. Two features of the Academy stand out for me:

- 1) Asset-Based Student Development: S.H. James sees our youth as assets to be developed rather than liabilities to be cared for;
- 2) Yonder: The leadership of S.H. James values the opportunity to develop youth into leaders not just in the local area but as significant contributors to Texas, America, and the world!

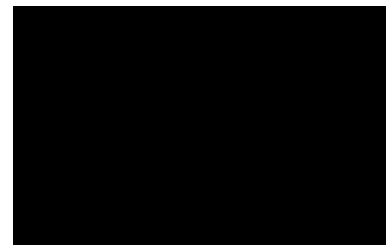
I have been a recognized Champion of Public Education (Hillsborough Education Foundation, Tampa) since 2002. Local control of public education resources is also important to me. When members of my community identify solutions to better serve students, I evaluate them with a critical eye. S.H. James Preparatory Academy surpasses my evaluation of its impact on students in low-income ZIP codes, their families and the greater community.

Bottom Line: S.H. James Preparatory Academy will increase local confidence in public education!

In His Service,

Jason

Jason D. Mims
Lieutenant Colonel
US Army, Retired
Founder/President



January 7, 2021

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

The Honorable Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath, and Dr. Ellis:

My name is Dr. Gholnecsar (Gholdy) Muhammad, founder of Hill Pedagogies, a consultation and presentation agency with a focus on the historical foundations of literacy development and the writing practices among Black communities. The agency offers professional learning that shapes the national conversation for educating youth who have been underserved and works with teachers and young people across the United States and abroad in best practices in culturally responsive instruction. I am also an associate professor of language and literacy at Georgia State University and the author of *Cultivating Genius, An Equity Framework for Culturally and Historically Responsive Literacy*.

I was first introduced to Anthony Gordon, the founder of S.H. James Preparatory Academy, through a message that he sent me to inquire about other educators who were currently using the frameworks of Culturally and Historically Responsive Literacy. These frameworks embody identity development, skill development, intellectual development and criticality. These frameworks are rooted in the historic Black Literary Societies which cultivated great and innovative thinkers who had a strong foundation in self and their importance to their community and society as a whole. Through our communication I was able to connect him with several educators who I have worked directly with to implement these frameworks. These educators are doing the essential work of creating access and equity for black and brown students, for whom traditional educational frameworks were not designed to support.

S.H. James Preparatory's use of CHRL is not only a mechanism to build skill and proficiency for Black and Brown children it is an act of self-empowerment, self-determination and self-liberation. It will actively develop their intelligence, ability, talent, creativity while giving them the space to call out and discuss inequity that gives them agency to be the advocates and activists that their communities need. Students and staff at S.H. James Preparatory Academy will truly benefit from this focus on literacy that will cultivate genius in adults and students alike.

I would like to express my support of the use of the Culturally and Historically Responsive Literacy frameworks at S.H. James Preparatory Academy, a proposed 5th-12th grade open enrollment public charter school for students in San Antonio. I believe that the use of this

framework will make a lasting difference and give students, staff, families and the communities of San Antonio an innovative option for high quality education that speaks to their identity and culture directly. If you have any questions, please feel free to contact me at

[REDACTED]

Sincerely,

A handwritten signature in blue ink, appearing to read "Gholnecsar E. Muhammad". The signature is fluid and cursive, with a large loop at the end.

Gholnecsar E. Muhammad, PhD,
Assistant Professor of Language and Literacy

December 16, 2020

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

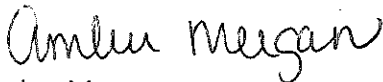
The Honorable Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath, and Dr. Ellis:


I am writing to express my support of S.H. James Preparatory Academy, a proposed 5th-12th grade open enrollment public charter school for students in San Antonio.

I am the Community Curator at The Impact Guild, a coworking space that is dedicated to social entrepreneurship and social impact. We were first introduced to S.H. James Preparatory, through one of our members, Stephanie Mendeloff, the founder of CREA, an organization that helps children align their passions with their education to create social change. We found that our mission to support the community and local entrepreneurs aligned with S.H. James Preparatory's desire to help children to realize their unique giftings and how they can impact their local communities. We created a series called "ED Talks", where we brought local Entrepreneurs, doing good work that appealed to the students to talk about their work and the paths they took to get there. We utilized Design Thinking to arrive at Ed Talks and believe that with continued design thinking, we will be able to create more community service oriented programming. We have a strong community of mentors that can help make dreams more attainable. We believe strongly that when the passions of an individual intersect with the needs of this world, good change can happen in our local community. How wonderful to start these lessons as children, with complete accessibility.

We are grateful for your consideration and welcome any questions.



Amber Meegan
Community Curator @ The Impact Guild


m. 210.288.4497

The Impact Guild
[work with purpose]
www.theimpactguild.com



November 20, 2020

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

The Honorable
Dr. Kevin Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

As a life-long education professional and enthusiast, I am delighted and proud to support Anthony Gordon and the development of the S.H. James Preparatory Academy. Within the education industry, I have served as a teacher, school administrator, educational technology professional, and as an education consultant. Within each of these experiences, I noticed that the most successful schools are those with a detailed, multi-year plan led by a proven instructional and people leader. In S.H. James Prep and Anthony Gordon, we have both.

The school design for S.H. James promotes every cutting edge instructional practice for academic development; including inquiry based instruction and project based learning. Furthermore, the academic culture of the school calls for “Literacy as a Lifestyle” meaning academic language and foundations of literacy will be incorporated across all subjects and classrooms.

Continuing with culture, the social culture of S.H. James promotes social-emotional learning and an emphasis on restorative practices to maintain high standards and support for young minds. Additionally, as part of making a holistic impact on the Eastside community, S.H. James students will be coached and supported to create and manage community projects and local entrepreneurial opportunities.

Through all of these plans, I am confident in the S.H. James school design for I have worked with and for its architect. For nearly a decade, I have watched Anthony Gordon lead teams to do the impossible and exceed expectations. I witnessed Anthony’s ability to coach first year teachers to exceed expected performance on state assessments. I have watched Anthony develop and achieve year long plans to change and improve school culture and disciplinary practices. I have listened to him engage with all types of families and build back trust in our school systems. He is the man for this job. He has proven himself over and over again, and now is our time to support him and the impact that S.H. James will have on the Eastside of San Antonio.

Sincerely,

Westley Adams Baker
Education Consultant



Your Best Team Ever, LLC



Families
Empowered

January 5, 2021

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

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for S.H. James Preparatory Academy, a proposed charter school serving grades 5 – 12 for families in San Antonio led by Anthony Gordon.

As the Families Empowered Chief Program Officer, I recognize the urgent need for high-quality schools for families in the San Antonio area. We have served families across Texas for 11 years, and currently have a network of nearly 100,000 families who are actively looking for school options. We communicate with these parents regularly and offer them accurate, actionable, neutral information about their options. Having worked with several school leaders and potential school leaders, we know that S.H. James Preparatory Academy can offer parents and students something truly unique.

As a teacher from a family of teachers with a historic legacy in the San Antonio area, Mr. Gordon's perspective is inspiring and impressive. S.H. James Preparatory Academy will offer a diverse student body these exciting and unique focuses:

- Culturally and historically responsible curriculum, ensuring that all students see themselves represented in all classes.
- Inquiry and project-based learning to bring lessons to life and to help students understand new concepts more comprehensively
- Social emotional learning, giving students tools, resources and time each day in their schedule to learn effective self-care and self-reflection.
- Community based entrepreneurship to encourage innovative thinking and real-life experiences that can prepare students for life after school.

I recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide students and their families in San Antonio the high-quality education they deserve. If you have any questions or concerns, please do not hesitate to contact me at 512-595-0704 or astarr@familiesempowered.org.

Sincerely,

Ann Starr, Chief Program Officer, Families Empowered

[REDACTED]

[REDACTED]

January 8, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am proud to write this letter of support for Friendship Aspire Academy San Antonio, a proposed network of open enrollment charter schools for students in grades K-5, building on their success in other states and the District of Columbia.

[REDACTED]
[REDACTED] of San Antonio Charter Moms, I work to help other families have an easier journey to find schools where their children can thrive, be happy, feel safe, and have a sense of belonging.

Growing the supply of seats at high-performing charter schools in San Antonio is critical. Our current set of schools is not supplying enough graduates who are college-ready or who can jump in to the skilled jobs that employers are trying to fill. The continued prosperity of everyone in San Antonio depends on raising the quality of public education here, and soon.

Friendship Aspire Academy San Antonio charter schools will prepare their students with the academic and life skills needed to be successful in college and beyond. Scholars will graduate as critical thinkers and contributing citizens who exhibit a passion for learning, exceptional character, and extraordinary scholarship.

I have no reservations about recommending Friendship Aspire Academy San Antonio and truly believe that authorizing this charter school network will provide students and their families in San Antonio the high-quality education they deserve.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED]
[REDACTED]



Inga Cotton
Founder & Executive Director
San Antonio Charter Moms



January 7, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that we write this letter of support for **S.H. James Preparatory Academy**, a proposed high-quality, open-enrollment charter school for grades five through twelve on the eastside of San Antonio.

As a members of the San Antonio education community and leaders of AIM – We know how critical high-performing charter schools are for San Antonio students and their families. Our team provides support to public schools all across Texas. We have seen a wide array of educational models and approaches different LEAs use to be more inclusive of all students. We have worked in both large urban districts and small rural districts. After speaking with S.H. James Preparatory Academy, we see a philosophy that is innovative and approachable for all students.

S.H. James Preparatory Academy will be a school created of, for, and by the community. It will utilize a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who will become the civic and global leaders of the future.

We recommend S.H. James Preparatory Academy without reservation and truly believe that authorizing this school will provide San Antonio students and their families another pivotal high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact us at 210.838.5351 or

[REDACTED]

Sincerely,

Zachary Salesman
CEO of AIM

Susan Houser
Chief Knowledge Officer

Bea A. Fallis
Executive Director of Special Programs

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

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OF
REVOLUTION PUBLIC SCHOOLS
A Texas Non-Profit Corporation
Date of Adoption
December 2, 2020

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**BYLAWS
OF
REVOLUTION PUBLIC SCHOOLS**

**ARTICLE 1
NAME AND PURPOSE**

Name and Purpose. Revolution Public Schools, a Texas non-profit corporation ("Corporation"), is an organization that is exempt from taxation, or seeking to become exempt from taxation, under § 501(c)(3) of the Internal Revenue Code. The Corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Subject to and included in this purpose, the Corporation will seek to oversee and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of Texas students. The vision of the Corporation is to operate high-quality schools in Texas, improve educational outcomes of students attending these public schools, and develop and implement practices that seek to improve the state of public education in Texas. Insofar as is applicable, the Corporation and the charter school(s) will comply with the Texas Open Meetings Act ("TOMA") and will appropriately respond to Texas Public Information Act requests.

Section 1.1 Certain Activities. No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in any political campaign (including the publishing or distributing of statements) on behalf of or in opposition to any candidate for public office.

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 2
OFFICES**

Section 2.1 Principal Office. The principal office and place of business of the Corporation shall be located in Texas at 6535 Port Elizabeth, Converse, TX 78109.

Section 2.2 Other Offices. The Corporation may also have offices at such other places as the Board of Directors may from time to time determine or the business of the Corporation may require.

Section 2.3 Registered Office and Agent. The registered office and the registered agent of the Corporation shall be the registered office and registered agent named in the Certificate of Formation and may be changed from time to time by the Board of Directors in the manner provided by law.

ARTICLE 3 BOARD OF DIRECTORS

Section 3.1 Power. The business and affairs of the Corporation shall be managed by or under the direction of the Board of Directors ("Board of Directors" or "Board") (individually, each Director shall be referred to herein as "Director"), and, subject to any restrictions imposed by law or the Certificate of Formation; the Board of Directors may exercise all the powers of the Corporation. The Board may delegate powers and duties consistent with state law and shall retain those powers and duties exclusively assigned to the governing body by state law or agreement. Unless the Board of Directors has delegated specific powers and duties to an individual Director of the Board at a duly called and constituted meeting of the Board of Directors, an individual Director of the Board of Directors, acting in his or her individual capacity, shall have no authority over the operation of Revolution Public Schools. Subject to any delegation of power by the Board, Directors of the Board of Directors have authority only when acting as a body corporate in meetings duly called.

Without limiting the Board's authority, if granted a charter, the following powers and duties must generally be exercised by the Board, acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (b) Final authority to adopt or amend the budget of the charter holder or the charter school;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing charter school operations;
- (f) Final authority to approve audit reports; and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

Section 3.2 Number. The Board shall consist of at least three (3) Directors with voting powers and no more than nine (9) Directors. Increases or decreases to the number of Directors must be by affirmative action of not less than a majority of the whole Board in response to a nomination by the Corporation's Executive Director or, if there is no Executive Director at the time, a nomination by a Director. Each Director shall hold office for a term of two years and may be reelected without limit. The Corporation may increase the number of Directors in accordance with state law. If the Board has fewer than three (3) Directors, the Director(s) may act with all the power of the Board but shall prioritize expansion of the Board.

Section 3.3 Appointment/Election; Term of Office; Term Limits; Qualification. The Corporation shall initially have four (4) Directors appointed for terms of three (3) years effective November 10, 2020:

- (a) Milton B. Harris
- (b) Stephanie Finger Mendeloff

(c) Cedric D. Fisher

(d) Racquel Gilford

All subsequent Director appointments, including any reappointments of the four initial Directors listed in this section, shall be for terms of two (2) years. All terms shall end on November 10 of the final year of the term. If someone is appointed for a 2-year term on January 1 of 2021, for example, the term would expire on November 10, 2022.

Directors may serve no more than three (3) terms.

A Director must meet the requirements of the laws of the State of Texas to serve as a member of the governing body of a charter school and any applicable federal laws.

Section 3.4 Attendance. It shall be the responsibility of each Director to attend all regular and special meetings of the Board of Directors. Directors must attend personally and may not send representatives, proxies, or substitutes. Any Director with excessive absences from regular Board meetings during any fiscal year may be removed by the Board of Directors by an affirmative vote of a majority of the remaining Directors, and a vacancy shall be declared.

Section 3.5 Removal. Any Director may be removed in accordance with state law, with or without cause, at a regular or special meeting by an affirmative vote of a majority of Directors. For purposes of these Bylaws, "cause" shall exist in the event that a Director (a) is restricted from serving under the laws and regulations applicable to Texas charter schools; (b) engages in conduct that the Board determines, in its reasonable discretion, to be adverse to the well-being of or not in the best interest of the Corporation or any school or students it manages; (c) commits an act or omission that is prohibited by relevant Texas laws and regulations and/or otherwise jeopardizes the Corporation's current activities; (d) acts in a manner inconsistent with the Board's governance policies and/or the Board of Director's rights and responsibilities; (e) fails to perform his or her duties as prescribed for a Director by the Texas Corporations laws; (f) commits any act or omission prohibited of an employee of the School as set forth in the Board policies and/or the Employee Handbook, if any; or (g) engages in immoral or unethical conduct either in connection with serving as a Director of the Board or otherwise when such conduct affects the School community and/or the Director serving as a role model for students.

Section 3.6 Resignations; Vacancies; Increases in the Number of Directors. Any Director may resign by giving written notice to the President or to all Directors. Any such resignation shall take effect at the next regular or special meeting of the Board. Vacancies existing on the Board of Directors for any reason, including vacancies to be filled by reason of an increase in the number of Directors, may be filled by the affirmative vote of a majority of the Directors regardless of the number of remaining Directors or by a sole remaining Director; and any Director so chosen shall hold office until such Director's successor shall have been elected and qualified, or until such Director's earlier death, resignation or removal. A replacement Director is elected to complete the remaining time on the term of the Director for whom he/she is replacing. Upon completion of the existing term, he/she may seek re-election for the open position at a Board meeting. Replacement Directors are eligible to vote upon approval or election, including authority to vote on all business to be conducted at the meeting at which he or she is approved or elected. In the event that vacancies exist for all Director positions, vacancies shall be filled in accordance with applicable law.

Section 3.7 Minutes and Records. The Corporation shall keep minutes of any action taken at any regular or special meeting and maintain minutes and records as required by law. The Corporation's minutes

and records may be bound by and subject to the Texas Public Information Act (TPIA) and Texas Open Meetings Act (TOMA) insofar as such meetings and records concern any charter-related matters.

Section 3.8 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.

Section 3.9 Conflicts of Interest and Interested Directors and Officers. The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

Additionally, in regular Corporation business not related to charter schools, 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.

ARTICLE 4 MEETINGS & RECORDS

Section 4.1 Regular Meetings, Frequency and Place. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

Section 4.2 Annual Meeting. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

Section 4.3 Special Meetings. Special meetings of the Board of Directors may be called by the Chairman, Secretary, or by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

Section 4.4 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 if the presiding officer is present at one location open to the public and he notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

Section 4.5 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 one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(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.

Section 4.6 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

Section 4.7 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, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

Section 4.8 Board Action By 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 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 a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

MEETINGS & RECORDS GENERALLY

Section 4.9 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.

Section 4.10 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 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

Section 4.11 Order of Business. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

Section 4.12 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 2.09 herein.

Section 4.13 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.

Section 4.14 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 5 MEMBERS

Section 5.1 Members. The Corporation shall have no members.

ARTICLE 6 COMMITTEES

Section 6.1 Designation; Powers. The Board may designate one or more committees consisting of one or more Directors, faculty members, family members, or community members. No Board-appointed committees shall have final authority in decision making. All committee recommendations must be brought before the Board of Directors for approval. Additionally, no such committee shall have the power or authority of the Board of Directors in reference to amending any applicable charter documents; amending or repealing the Certificate of Incorporation; adopting an agreement of merger or consolidation; leasing or exchanging of all or substantially all of the Corporation's property and assets; dissolving the Corporation or revoking a dissolution of the Corporation; or amending, altering or repealing these Bylaws or adopting new Bylaws for the Corporation. In addition to and subject to the

foregoing, such committee or committees shall have such other powers and limitations of authority as may be determined from time to time by the Board of Directors and applicable law. Meetings of Board committees are subject to the Texas Open Meetings Act, as may be applicable, if a quorum of the Board is present. Initial committees to be formed are: Finance/Budget; Facilities; Community/Culture; and Social Emotional Learning/Health.

Section 6.2 Procedure; Meetings; Quorum. Any committee designated pursuant to this Article 6 shall keep minutes of its actions and report same to the Board of Directors at the next Board meeting following such action, and shall meet at such times and at such place or places as the committee may decide. At every meeting of any such committee, the presence of a majority of all the members thereof shall constitute a quorum, and the affirmative vote of a majority of the committee members present shall constitute an act by the committee.

Section 6.3 Substitution and Removal of Members; Vacancies. The Board of Directors may designate one or more Director as alternate members of any committee, who may replace any absent or disqualified member at any meeting of such committee. In the absence or disqualification of a member of a committee, the member or members present at any meeting and not disqualified from voting, whether or not constituting a quorum, may unanimously appoint another member of the Board of Directors to act at the meeting in the place of the absence of a disqualified member. The Board shall have the power at any time to remove any member(s) of a committee and to appoint other Directors in lieu of the person(s) so removed and shall also have the power to fill vacancies in a committee.

ARTICLE 7 OFFICERS

Section 7.1 Number, Titles and Term of Office. The officers of the Corporation shall be a President, Vice President, Treasurer, and Secretary, and such other officers as the Board of Directors may from time to time elect or appoint. Election of officers shall be held during the annual board meeting or a meeting called for election purposes. The term of office is two (2) years with no limit on how many terms the officer may serve. Any number of offices may be held by the same person, unless the Certificate of Incorporation or any applicable law provides otherwise. The office of President and the office of Secretary may not be held by the same person.

Section 7.2 Duties. The officers of the Corporation shall have such powers and duties, except as modified by the Board of Directors, as generally pertain to their offices, respectively, as well as such powers and duties as from time to time shall be conferred by the Board of Directors and by these Bylaws.

Section 7.3 Powers and Duties of the President. Subject to the control of the Board of Directors and any duties and responsibilities designated by the Board in a delegation amendment to the charter application and agreement documents, the President shall have the powers and duties as generally pertain to the office of President and any other duties assigned by the Corporation. The President shall preside at all meetings of the Board of Directors or may assign another Director to preside in his or her absence. If the President is absent from a meeting without having assigned another Director to perform her/his duties, the Vice President shall preside over the meeting. The President may also call special meetings of the Board, appoint Directors to committees, and prescribe duties of officers as necessary. Upon prior adoption and delegation by the Board of Directors, the President may execute all diplomas, contracts, proposals, grants, leases, evidences of indebtedness, and other obligations in the name of the Corporation or the School. The President shall have such other powers and duties as designated in accordance with any charter agreement(s), as amended, applicable law, these Bylaws, and as from time to time may be assigned to the President by the Board of Directors.

Section 7.4 Powers and Duties of the Treasurer. The Treasurer shall have the powers and duties as generally pertain to the office of Treasurer and any other duties assigned by the Corporation. The Treasurer shall assure that the Executive Director, or Business Manager, if any, and all others responsible for the custody and handling of funds and, or, securities of the Corporation are properly bonded for amounts customary for persons in similar circumstances and that the Executive Principal or Business Manager maintains adequate hazard and liability insurance with respect to the operations of the School. The Treasurer shall perform such other duties as the Board of Directors shall direct from time to time with respect to the financial affairs of the Corporation.

Section 7.5 Powers and Duties of the Secretary. The Secretary shall have the powers and duties as generally pertain to the office of Secretary and any other duties assigned by the Corporation. The Secretary shall ensure recordation and shall maintain the minutes of all meetings of the Board of Directors and committees of the Board in accordance with applicable law; shall attend to the giving and serving of all notices; may sign with the other appointed officers all resolutions; shall have charge of such books and papers as the Board may direct, all of which shall at all reasonable times be open to inspection of any Director upon application at the office of the Corporation during business hours; and shall make such records available to the public to the extent and in the manner prescribed in the Texas Public Information Act (TPIA) and any other applicable law; shall have such other powers and duties as designated in all charter documents, as amended; and these Bylaws and as from time to time may be assigned to the Secretary by the Board of Directors or the President; and shall in general perform all acts incident to the office of Secretary, subject to the control of the Board of Directors or the President. The Secretary shall maintain the Corporation's records in accordance with the Texas Public Information Act, the Texas Open Meetings Act, Chapter 11 and Chapter 12, if applicable, of the Texas Education Code, Chapter 100 of the Texas Administrative Code, the Texas Record Retention laws, the Texas Business Organizations Code, and all other applicable laws and implementing regulations.

Section 7.6 Resignations; Vacancies; Removal. Any officer may resign by giving written notice to the President or to all Directors. Any such resignation shall take effect at the next regular or special meeting. Vacancies occurring in any officer position for any reason shall be filled by an affirmative vote of a majority of the Directors present at a meeting at which a quorum exists. The then newly elected officer shall serve until the next election of officers. Any officer may be removed with or without cause by a majority vote of the whole Board of Directors at any regular or special meeting.

Section 7.7 Delegation. For any reason that the Board of Directors may deem sufficient, except where prohibited by law or regulations or otherwise provided by these Bylaws, charter documents, as amended, applicable law or the Bylaws, the Board may delegate the powers or duties pertaining to the Schools to any person, may delegate the powers and duties of any officer to any other person, and may authorize any officer to delegate specified duties of such office to any other person. Any such delegation or authorization by the Board shall be effected from time to time by resolution of the Board of Directors and if required, by delegation amendment filed with the Texas Education Agency or Schools, as may be required. Only the Board of Directors has the authority to amend any charter agreement(s), application(s), and related documents and may not delegate such authority. In addition, the Board must affirmatively vote to approve any contract (other than a contract of employment) in the amount of \$100,000 or more.

ARTICLE 8 MISCELLANEOUS PROVISIONS

Section 8.1 Fiscal Year. The Corporation and the School's fiscal year shall commence on July 1st and end on June 30th.

Section 8.2 Contracts. Notwithstanding Section 7.3 and subject to any restrictions or limitations under applicable law, the Board of Directors may designate any Director or agent of the Board, including, but not limited to the Executive Director (or other title designated for the chief administrative officer of the Corporation), to execute a contract or other documents on behalf of the Board. Such delegation of signatory authority shall occur after the Board of Directors has approved the contract or authorized the document at a meeting duly called and constituted under the Texas Open Meetings Act or in accordance with any delegation of duties approved by the Board.

Section 8.3 Role of the Executive Director. The Executive Director is the chief executive officer of the Corporation and shall manage day-to-day operations of the Corporation. If and when the Corporation is granted a charter to manage one or more public schools, the Executive Director shall primarily manage staffing/hiring decisions for the school(s), curriculum selection and implementation, day-to-day management of the school(s), and community partnerships.

Section 8.4 Voting. Each elected Board Director shall have one vote. Each Director may enter a vote of “Yes” or “No” or “Abstain.”

(a) Except when a supermajority of two-thirds (2/3) or more of all the votes of the directors is required pursuant to Section 8.4(b), when a quorum is present at any meeting, a majority of the directors present and voting shall decide any question unless otherwise provided by law, the Certificate of Formation, or these Bylaws.

(b) The following matters may not be approved with fewer than two-thirds (2/3) of all the current Directors:

i. Removal/termination of the Executive Director;

Section 8.5 Checks. All checks, drafts, and orders for the payment of money may be signed by the President or Treasurer of the Board of Directors, or such other person that the Board of Directors designates in such a manner as may from time to time be determined by the Board.

Section 8.6 Facsimile Signatures. Facsimile or electronic signatures of any officer, Director, or agent of the Corporation may be used whenever and as authorized by the Board of Directors and the Texas Uniform Electronic Transactions Act.

Section 8.7 Corporate Books, Reports and Records; Immunity. Any Director shall have the right to examine the books and records of the Corporation in a reasonable time, manner and place unless otherwise precluded by law. All Directors in the performance of such Director's duties shall be protected to the fullest extent permitted by law and these Bylaws in relying upon the records of the Corporation or School and upon information, opinion, reports or statements presented to the Corporation or to the Board. The Board of Directors shall be immune from liability and suit to the extent provided by the Texas Business Organizations Code and other state and federal laws subject to these Bylaws.

Section 8.8 Indemnification. The Corporation shall indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) any person who is or was a Director or officer of the Corporation and may indemnify (which indemnification may include without limitation, advancing reasonable expenses) any person who is or was an employee, or agent of the Corporation (or any person who is or was serving at the request of the Corporation as a Director, director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise) to the fullest extent required or permitted by applicable law. In addition, the Corporation shall have the power to indemnify (which indemnification shall include, without limitation, advancing reasonable expenses) to the fullest extent

permitted by law such other persons as the Board may determine from time to time. As provided in Section 8.11, the Corporation shall have the power to purchase and maintain at its expense insurance on behalf of such persons to the fullest extent permitted by applicable law, whether or not the Corporation would have the power to indemnify such person under the foregoing provisions. Any amendment to this Section shall be prospective and shall not reduce or eliminate the right of any person who is or was a Director or officer of the Corporation to indemnification hereunder with respect to any act or failure to act occurring on or prior to the date of any such amendment. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

Section 8.9 Notice. Unless otherwise provided in these Bylaws, notice of any meeting required by these Bylaws shall be given as follows: (1) notice of any meeting at which the Board of Directors discuss, consider or transact business related to or affecting the School or take any formal action relating to or affecting the School must be in conformity with the requirements of the Texas Open Meetings Act; (2) notice of any meeting at which business not related to or not affecting the School is conducted must be given not less than 24 hours before the time scheduled for the meeting except in cases of emergency.

Section 8.10 Application of Bylaws. In the event that any provisions of these Bylaws is or may be in conflict with any law of the United States, of the state of Texas, or of any other governmental body or power having jurisdiction over this Corporation or the School, or over the subject matter to which such provision of these Bylaws applies, or may apply, such provision of these Bylaws shall be inoperative only to the extent that the operation thereof unavoidably conflicts with such law, and shall in all other respects be in full force and effect.

Section 8.11 Insurance. Subject to the other provisions of these Bylaws, the Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Director, officer, or agent of the Corporation or School or who is or was serving at the request of the Corporation as a Director, officer, agent or similar functionary of another business or non-profit corporation, against any liability asserted against such person and incurred by such person in his or her capacity as a Director, officer, or agent of the Corporation, or arising out of such person's status as such a person, whether or not the Corporation would have the power to indemnify such person against that liability under the provisions of this Article; the Certificate of Formation, as amended; or the Texas Business Organizations Code.

Section 8.12 Amendments. The Board of Directors shall have the power to adopt, amend, renew, and repeal from time to time these Bylaws of the Corporation. Updated Bylaws shall supersede any and all board policies that conflict with any provisions contained in the Bylaws.

Section 8.13 Periodic Review. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Section 8.14 Nondiscrimination Policy. The Corporation ("Revolution Public Schools") is a nonprofit 501(c)(3) corporation organized exclusively for charitable and educational purposes. Revolution Public Schools admits students of any sex, race, color, national origin, ethnic origin, and religion to all the rights, privileges, programs, and activities generally accorded or made available to students at its schools. It does not discriminate on the basis of sex, race, color, national origin, ethnic origin, disability, or religion in the administration of its educational policies, admissions policies, scholarship programs, athletic and other school-administered programs. It is also the policy and practice of Revolution Public Schools to comply with the Americans with Disabilities Act of 1990, Section 504

of the Rehabilitation Act, and state and local requirements regarding students and applicants with qualified disabilities. Insofar as the Corporation conducts non-School business, the Corporation shall not discriminate in regards to sex, race, color, national origin, ethnic origin, and religion.

PASSED, APPROVED, AND ADOPTED BY THE INITIAL DIRECTORS OF THE CORPORATION ON DECEMBER 2, 2020.

ATTEST:

DocuSigned by:

667EA98B095A49B...

Secretary of Revolution Public Schools

12/9/2020 | 2:33:23 PM PST

Date of Signature

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

REVOLUTION PUBLIC SCHOOLS CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect Revolution Public Schools (the “Organization”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.


Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by the Board of Directors December 2, 2020.

REVOLUTION PUBLIC SCHOOLS

By: 
0B53A4AE34E5421...
Milton B. Harris
_____, Director

12/8/2020 | 6:11:50 AM PST

Revolution Public Schools

Proposed Code of Ethics Policy

At Revolution Public Schools, all members of the organization commit to the mission and vision of the school. The mission of S.H. James Preparatory Academy is to mobilize 5th-12th grade students using a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future.

The intent of this policy is to ensure that all directors, officers and employees of the organization understand what we are committing ourselves to from an ethical perspective. While this policy will not cover all activities or questions regarding ethical matters, it is meant to serve as a guide. Revolution believes in the values of respect, inclusivity, integrity and professionalism. We will commit to upholding the values and serving in the best interest of students by making the following commitments:

Ethical standards:

1. Our number one goal as an organization is to further our mission as set forth by our organizing documents.
2. The Board of Directors is responsible for the outcomes of this school and thus will be responsible for making strong data-based policy decisions that the entire organization will follow.
3. The Board of Directors are selected based on background and expertise but are volunteer leaders and thus not paid for their service.
4. The Board shall use their discretionary authority as given to them under law to further the school's mission and support student achievement.
5. Board members shall maintain the highest standard of values and thus avoid any self-dealing transactions or transactions that create a perception of a conflict of interest.
6. All board members shall maintain confidentiality of all information that is non-public or covered by FERPA.
7. All board and organization members shall perform their duties to the highest possible standards.

Prohibited standards:

1. Members shall not mislead or deceive any other member of the organization.
2. Contracts or negotiations shall not be misrepresented.

3. Board members or employees cannot obtain a personal benefit as a result of a business relationship with the organization.
4. Members shall not participate in unethical business or use the organization's resources for personal benefit.

Current conflicts and preventing future conflicts:

While currently, no board members or employees associated with Revolution Public Schools have any conflicts of interests, the board will also ensure that all new board members are screened and understand both the conflict of interest and code of ethics policy thoroughly before joining the board. Moreover, all board members will be required to complete an annual disclosure form that will allow them to share any potential conflicts of interest that may be arising. Any conflicts or perceived conflicts that arise will be addressed immediately.

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit. The required affidavit template is available in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#).

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter school is identified.

NOTE: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.

DR. MILTON B. HARRIS
3306 Coryell Cove • San Antonio, TX 78253
[REDACTED] • 210-680-7970 • 210-473-1507 (cell)
• US Citizen • US Veteran

QUALIFICATIONS SUMMARY

Highly accomplished executive, entrepreneur and educator with distinguished military, business, & higher education experiences. Results-driven professional with terminal degree. Twenty plus years of solid experience in nonprofit, financial, program, systems and contract management. Hands-on leader and problem solver with deep knowledge and expertise in the evaluation and administration of business environments. Exceptional oral and written communication skills.

EDUCATION

Doctorate of Business Administration (DBA), Finance ~ 2013
WALDEN UNIVERSITY, Minneapolis, MN, USA
Master of Business Administration (MBA), Procurement and Acquisitions Management ~ 2005
WEBSTER UNIVERSITY, Carbondale, IL, USA
Bachelor of Science (BS) in Industrial Technology ~ 1999
SOUTHERN ILLINOIS UNIVERSITY, Carbondale, IL, USA

FACULTY EXPERIENCE

ADJUNCT INSTRUCTOR, BUSINESS ~ BROWN MACKIE COLLEGE SAN ANTONIO ~ 2013 TO 2017
INTRODUCTION TO BUSINESS / BUSINESS COMMUNICATIONS / ORGANIZATIONAL BEHAVIOR / FINANCE / HUMAN RESOURCES /
GLOBAL BUSINESS MANAGEMENT / SMALL BUSINESS MANAGEMENT/PROJECT MANAGEMENT/ MICROECONOMICS/
MACROECONOMICS

PROFESSIONAL EXPERIENCE

MB HARRIS PROPERTIES, San Antonio, TX, USA.

President / Director Operations, Sales, Marketing and Financial Management (7/2004 to Present)

Related Competencies: *Financial Management, Budgeting, Scheduling, Business Development, Program Management, Data Management, Program Administration, Contracting, Procurement, Acquisitions, Logistics, Reporting, Research & Analysis, Progress Measurement, Performance Improvement, Negotiations, Risk Analysis, Communication*

- Increased awareness and demonstrated strong communication skills by leading training courses, presentations, seminars and actively networking in local community.
- Conducted extensive research and analysis to pinpoint trends, identify untapped opportunities and continuously improve productivity and profitability.
- Reviewed and refined contracts to ensure legal and regulatory compliance, and meet requirements established by a highly diverse client base.
- Demonstrated ability to manage property acquisitions with full accountability for all details and logistics required to close multifaceted transactions.
- Evaluated needs, procured systems and equipment, and oversaw development of financial and business infrastructure (including policies, procedures, best practices and compliance standards) to create a stable, profitable and growth-oriented business.

MILITARY HEALTHNET GOVERNMENT SERVICES (MHNGS), San Rafael, CA, USA.

Finance Consultant (1/2010 to 12/2012)

Related Competencies: *Federal, State, Local Government Relations, Third Party Administration, Program Administration, New Program Development, Consulting & Advisory, Financial Planning, Training, Military & Civilian Clients, Financial Education, Risk Analysis, Problem Solving*

- Successfully collaborated with federal, state and local resources to provide clients with comprehensive resources and support.
- Ensured that clients understood and utilized systems, methods and resources to facilitate financial planning and management.
- Educated, informed and inspired individuals and groups through one-on-one counseling and presentations that improved financial literacy for small and large audiences.

NEW YORK LIFE INSURANCE CO., San Antonio, TX, USA.

Financial Services Professional (1/2008 to 12/2009)

Related Competencies: Client Relations & Communications, Third Party Administration, Strategic Plans, Financial Strategy, Risk Mitigation, Procurement, Supplies, Vendor Relations, Consulting, Team Building, Economic Analysis, Progress Tracking, Reporting, Compliance, Reporting, Budgets, Funding, Solution Development

- Skillfully managed procurement life cycle for selection and purchase of various supplies and services; negotiated contracts for optimal quality and cash savings.
- Performed in-depth financial analysis of companies, industries and market trends, and proposed investment recommendations and financial plans to client decision makers.
- Scrutinized budgets, financial statements and reports, accounting ledgers, funding and risks, and proposed solutions that aligned with each client's distinct needs and objectives.
- Ensured full compliance with Financial Services Authority (FSA) requirements as well as internal and industry guidelines.

MILITARY EXPERIENCE: UNITED STATES AIR FORCE RETIRED

E6 (NCOIC and Security Police Specialist), 11/1986 to 11/2006 • UNITED STATES AIR FORCE

Related Competencies: Healthcare Management, Program Development, Program Evaluation, Process Improvement, Reporting, Research & Analysis, Employee Relations, Customer Service, Negotiations, Conflict Resolution, Policy Implementation, Supply Management, Acquisitions, Procurement, Budgets & Training

NON PROFIT & BOARD MANAGEMENT EXPERIENCE

PRESIDENT AND CHAIRMAN OF THE BOARD

Van Courtlandt Foundation (9/2015 to Present)

EXECUTIVE DIRECTOR

100 Black Men of San Antonio, Inc. (04/2014 to Present)

BOARD SECRETARY

San Antonio Preparatory Charter School (01/2019 to Present)

Related Competencies: Board Management, Program Development, Program Evaluation, Process Improvement, Reporting, Research & Analysis, Federal Grant Management, Fundraising, Negotiations, Conflict Resolution, Policy Implementation, Mentor Engagement, Acquisitions, Procurement, Budgets & Training

ADDITIONAL INFORMATION

Qualifications

Skilled with Microsoft Word, Excel, PowerPoint, Outlook, Access, Publisher, Management Plus, SPSS, Bloomberg, QuickBooks, and other tools

EDUCATION

University of Texas at Austin, College of Education

Department of Curriculum and Instruction, Literacy and Language Specialization
Master of Education, 2015 **GPA: 4.0**

University of Texas at Austin, College of Liberal Arts

Major: English **Minor:** Education
Bachelor of Arts, 2010 **GPA: 3.5**

Certifications

English Language Arts 4-8 & 8-12	General Education 4-8 & 8-12
English as a Second Language	Pedagogy and Professional Responsibilities 8-12
Gifted and Talented	Reading Specialist

ACADEMIC PUBLICATIONS

Roser, N., Calder, B., Claymon, L., Duffy, A., Holmes, K., Rutherford, R., **Finger, S.**, Vlach, S. "Guys DO Read – and Some of That Reading Should Be about Gals." Voices from the Middle. 2016, 23, 4, pp 74-76

Roser, N., **Finger, S.**, Holmes, K., Calder, B., Vlach, S. "Young Adult Literature: Closely Reading the Voices of Peers." Voices from the Middle, 2015, 22, 4, pp 36-38

WORK EXPERIENCE

CREA Community + Consulting – San Antonio, TX

Founder, August 2018 – Present

- Developed the mission, vision, and values for the organization
- Designed the trademark CREA curriculum & afterschool program experience
- Established partnerships with 3 schools to offer 15-week afterschool program
- Established partnerships with 3 community partners to offer CREA workshops
- Convened top-notch board of directors with representation from creative institutions, including The Doesuem, Overland Partners, & Southwest School of Art
- Served as the STEAM Committee Chair for the Alamo STEM Ecosystem
- Served as member of the Community Board for SA Youth

IDEA Public School – San Antonio, TX

Secondary Individualized Learning Program Manager, July 2017 to July 2018

- Developed the vision for Secondary Individualized Learning Programs at IDEA Public Schools
- Wrote district-wide Individualized Learning math & reading curricula for use at 30 schools across Texas
- Coached six Master Individualized Learning Teachers to deliver bi-weekly and quarterly teacher trainings on high quality implementation of the Individualized Learning curricula
- Designed the Reading Research Center program for roll out at select schools in the 18-19 school year

IDEA Public Schools – Austin & San Antonio, TX

Central Texas Individualized Learning Manager, July 2015 to July 2017

- Coached campus leaders at 20 IDEA Public Schools to ensure high quality implementation of 1st through 8th grade Individualized Learning literacy and math programs
- Designed & delivered monthly professional development administrators & key staff at each IDEA campus
- Provided regional leadership with insights into strategic use of technology to enhance individualized instruction
- Communicated success of individualized learning initiatives to IDEA leaders on a weekly, monthly, and annual basis

University of Texas at Austin – Austin, TX

Graduate Student, September 2013 to Present

- Implemented a creativity workshop in a 2nd grade AISD classroom as part of a capstone independent study
- Published two columns for *Voices from the Middle*, an NCTE journal that offers articles and research on best practices in middle school language arts classrooms.
- Coauthored an article titled “Reviving and Thriving, Instead of ‘Ciding’: A response to Kelly Gallagher’s Readicide”
- Researched the salient features of the workshop model across grade levels
- Conducted an ethnographic study on teacher talk and its impact on students’ reader and writer identity formation

PEN American Center – New York, NY

Editorial Assistant, August 2012 to May 2013

- Curated educational content for use by educators on the primary, secondary, and college level
- Edited and formatted over 1,000 manuscripts for the teacher resource portion of the website
- Traveled to Princeton University to inventory, evaluate, and archive over four hundred audio reels, cassettes and videos for use as multimedia resources in the classroom

Symphony Space – New York, NY

Editorial Assistant, August 2012 to May 2013

- Worked alongside the education and literature department to prepare for YA author readings
- Coordinated logistics for Selected Shorts live recordings and Thalia Book Club Camp for kids.
- Collaborated with colleagues to book authors for events and select texts for live and recorded readings

KIPP Liberation College Preparatory School –Houston, TX

6th and 7th Grade English Teacher and English Department Chair, September 2010 to June 2012

- Appointed head of the English department as a second year teacher
- Held campus wide professional development on best educational practices for literacy development
- Conducted weekly content team meetings and one-on-one meetings with ELA teachers to debrief about classroom observations, provide ongoing support, offer feedback, organize department events, and review lesson plans
- Collaborated with the English department team to design the reading and writing curriculum
- Worked with KIPP Inc. to review 2012 teacher award nominations and select award recipients
- Taught magazine writing and photography on Saturdays

STUDENT TEACHING

UTEACH Liberal Arts– Austin, TX

Student Teacher, 2008 – 2010

- Westwood High School: English IV & SAT Prep Student Teacher; Literary Magazine Co-Sponsor
- Connolly High School: AP English III Student Teacher
- Canyon Ridge Middle School: 7th Grade Language Arts Teacher
- Pflugerville Elementary: 2nd Grade Classroom Student Teacher

FELLOWSHIPS & GRANTS

Yad Vashem International Summer Seminar – Jerusalem, Israel

Recipient of the Leibman Fellowship, Summer 2012

- One of two Houston based teachers selected and given full funding to attend a unique seminar for educators from around the world to study at the International School for Holocaust Studies

Seed Grant Recipient at KIPP Liberation – Houston, TX

Grant Recipient - Spring 2012

- Received a \$5000 SEED grant to implement Literacy through Photography at KIPP Liberation in Houston Texas

Warren Fellowship for Teachers – Houston, TX Participant

and Fellow – Summer 2010

- One of 25 educators selected to study genocide and genocide education with preeminent scholars and educators at the Holocaust Museum Houston

VOLUNTEER EXPERIENCE

Cross Cultural Solutions – Dharamsala, India

5th Grade Art & English Teacher, Summer 2008

- Designed & delivered lesson plans to a class of 50 Hindi speaking 5th grade students
- Appealed to visual, auditory, and kinesthetic learning styles to overcome language barrier and shortage of resources, including no desks, pencils, or paper.
- Learned conversational Hindi in order to build relationships with students' families and school administration

Cedric Dwayne Fisher

3363 E. Commerce, #112, San Antonio, TX 78220 Phone: 210.763.9674

Summary of Qualifications

A career publishing executive with experience in overseeing editorial, production, revenue systems, circulation and sales. Xerox trained in sales, sales force management. Reputation of inheriting dormant and/or depressed publishing environments and reviving them to profitability. A strong, resourceful leader, trainer and motivator.

Professional Experience

Cedric D. Fisher & Company, San Antonio, TX
Publisher/Owner

11/2005 – Present

Magazine and book publisher. Concept design, editorial development, art direction, distribution systems, P&L oversight, sales and production, event and internet marketing. Responsible for supervision of a team of up to 20 contractors at any given time.

Verizon Information Services, Somerset, NJ
Directory/Search Sales Executive

4/2002 – 10/2005

- Analyzed client's business to develop integrated advertising programs.
- Recognized as #2 in division in online sales volume in both third and fourth quarter 2003.
- Top 10% in division in annual online sales volume in 2004 and 2005.

Minority Health Communications, Jersey City, NJ
Associate Publisher/National Sales Director

3/1999 - 4/2002

- Oversaw publishing and sales operations for healthcare journals, message pads and websites.
- Managed national network of editors, writers, illustrators, printers, photographers and sales.
- Implemented revenue goals, sales planning, targets, budgets and a sales training program. Full P&L accountability. Sales in the first year exceeded projections by 40%.

Peterson's Magazine Group, Princeton, NJ
Group Publisher

3/1997 – 2/1999

- Oversaw full P&L accountability on six magazines, books and electronic media.
- Grew profit margin from 23% to 70% in two years by reducing overhead and instituting a high volume, loyalty pricing structure for established customers.
- Directed 17 publishing professionals (both on premise and telecommuters).
- Created and implemented cost/savings measures to allow introduction of new products to the portfolio while maintaining a profit margin goal. Reduced G & A by 10%.

Education: Associate of Arts - University of Phoenix 2004
Extensive background in Nonprofit Operation Leadership.

Racquel Gilford

INFRASTRUCTURE ENGINEER

Executive Profile

I am an infrastructure engineer with over a decade of experience working in the tech industry, familiar working in a DevOps setting and the administration of various application platforms with a focus on incorporating SRE practices

Fields of Interest

- Cloud Technologies
- Data Analytics & Machine Learning
- STEAM Education Outreach
- Food Advocacy

Contact Details

Email:



Phone:

512-843-1663

Skills

- Linux, Bash/Shell scripting
- Agile Methodologies
- Product Management
- Leadership (Technical/Non-Technical)

Volunteer/Community

- New Leaders Council Fellow '20
- Gardopia Committee Member '20
- San Antonio Food Justice Workgroup
- Martinez Street Women's Center
- Sustainable G's Community Garden Land Steward Collective
- Soul Fire Farm Speaker Collective and Alumni '17
- African American Quilt Circle of San Antonio Community Exhibit and Outreach
- STEP ORG - youth development organization

Work Background

Lead Infrastructure Engineer

United States Automobile Association | Dec 2018 - present

- Currently leads an IT enterprise solutions team of 25+ personal across 3 countries who are responsible for ensuring the reliability and availability of code deployments and software releases to the enterprise server farm.
- Responsible for automation, availability and monitoring of code builds, deploy and software releases to both production and enterprise test environments. Provide self-service solutions to technical teams for Websphere configuration management.

Senior Computer Systems Integrator

United States Automobile Association | July 2016 - Dec 2018

- Systems Administrator supporting IBM Websphere and Red Hat Jboss platforms
- Responsible for software configuration management, code deployments and automation of software releases to expected environment.
- Provide training and mentoring to experienced and college hires

Software Engineer (III,II, I)

United States Automobile Association | Dec 2008 - March 2015

- Held various roles and Platform Administrator, Tech lead. Quality Assurance Test Lead supporting application throughout the SDLC process.
- Building RHEL6 production servers, automating monitoring process for systems. Responsible for test planning and execution of software applications. Involved in affinity groups to training, onboard college hires.

Education & Training

Texas A&M University - Corpus Christi

Master of Science Computer Science

- Completed in 2008 3.5 GPA
- Conducted analysis and research on usability and design of City wide community portal based on national pilot for city metro-scale Wi-fi City in Corpus Christi, TX

Texas A&M University - Corpus Christi

Bachelors of Sciences in Computer Sciences, Minor Business Administration

- Completed in 2005
- Athlete Scholar

GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

S. H. James Preparatory Academy

Name of Sponsoring Entity:

Revolution Public Schools, Inc.

BACKGROUND

Full Legal Name:

Milton B. Harris

Home Mailing Address:

3306 Coryell Cv San Antonio, Texas 78253

Phone Number:

210-473-1507

Business Name:

MB Harris Properties, LLC.

Business Mailing Address:

3306 Coryell Cv San Antonio, Texas 78253

Business Phone Number:

210-680-7970

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:

San Antonio Preparatory Charter School

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Continue the work of expanding quality public schools in under-served communities that serve low to moderate income families.

2. What is your understanding of the appropriate role of a public charter school board member?

Work with fellow board members to provide governance and oversight to the superintendent and charter 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.

Currently serve on several non profit boards such as the board secretary for San Antonio Preparatory Charter School; President Van Courtlandt Foundation; Executive Director 100 Black Men of San Antonio, Inc.; Treasurer Merkabah Housing Development Corporation.

4. Describe the specific knowledge and experience that you would bring to the board.

I have two years experience serving on a school board with knowledge of the Texas Open Meeting Act and TEA guidelines for boards and schools.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Our mission is to mobilize 5th- 12th grade students using a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future. Revolution Public Schools believe (1) All students are inherently brilliant, creative and their ability to achieve is limitless, (2) An educational revolution is needed to change the reality for our most at-risk students, (3) Recognizing students' history, culture, identity, social, emotional needs and interests are also essential to their academic success, (4) Our students deserve to live out their dreams not see them deferred, (5) Equity is not an option.

2. What is your understanding of the school's proposed educational program?

Our school's education model embodies a vision that creates a community school that develops educational equity through culturally and historically responsive approaches to academic excellence which will provide accessible pathways to long term success for our students, their families and communities. Our campus will focus on three pillars (1) Social and Emotional Health and Wellness, (2) Culturally and Historically Responsive Literacy, and (3) Community Based Entrepreneurship.

3. What do you believe to be the characteristics of a successful school?

Quality board of directors, quality school leadership, loving and caring staff that support talented

and qualified teachers, and a school culture that cultivates love, acceptance, and achievement.

4. How will you know that the school is succeeding (or not) in its mission?

By ensuring school governance and policy are aligned with the mission. By insuring the school leadership meets or exceeds the schools mission outlined in defined goals and objectives.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will oversee school governance, set and approve board level school policies.

2. How will you know if the school is successful at the end of the first year of operation?

By measuring performances based on set goals and objectives for governance; academics; finance; student attendance; and other areas set by the board.

3. How will you know at the end of four years if the school is successful?

By meeting TEA guidelines and continuing to measure performances based on set goals and objectives for governance; academics; finance; student attendance; and other areas set by the board.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

By setting clear goals and policy that the superintendent will implement. Empowering and equipping school leaders with the resources needed to ensure success. Holding leaders accountable. Ensuring all areas of governance are provided to 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 discuss with the board chair and the board of directors to determine appropriate actions, if any.

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.

Anthony Gordon is a member of 100 Black Men of San Antonio, Inc.

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, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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.

I am the executive director 100 Black Men of San Antonio, Inc. We will have community partnership with the school.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

MB Harris Properties, LLC.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Board Secretary San Antonio Preparatory Charter School

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management 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, William Harris

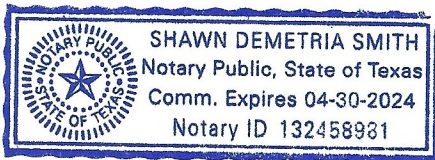
certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

[Signature]

Date

1/18/2021



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1 page has been withheld

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GENERATION 26 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:

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 was motivated to serve on the board of S.H. James Preparatory because of the mission and the pillars of the school design. I believe deeply that students in San Antonio need access to schools that prepare them for the demands of the 21st century, and feel strongly that S.H. James' research-based and innovative approach to schooling will meet this need. In particular, S.H. James is committed to bringing these innovative approaches to communities who often lack access to top-notch education experiences. Equity is central to the purpose of the school, honoring who young people are - culturally and historically - and who they hope to become, is paramount to the mission of the school. These are the pillars of the S.H James model that motivated me to join the Board of Directors.

2. What is your understanding of the appropriate role of a public charter school board member?

My understanding is that the Board of Directors supports with high-level governance of a public charter school. This means understanding and embracing the mission, vision, and strategy of the school, analyzing and holding leadership accountable for academic results, serving as an ambassador for the school in the community, and seeking community partnerships that will advance the school's mission.

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 do not have previous experience serving on a public charter school board. I do, however, have ample experience working for public charter schools, including KIPP and IDEA Public Schools. For these schools, I worked as a teacher, instructional coach, coach to school principals, and curriculum developer. I now serve as the Executive Director of my own education nonprofit that provides teacher training, curriculum materials, and after school programming. As Executive Director, I am familiar with the functioning of a Board.

4. Describe the specific knowledge and experience that you would bring to the board.

My expertise lies in teaching and instruction. I earned my M.Ed from University of Texas at Austin in Curriculum and Instruction. I am a certified English Language Arts teacher (4-8 & 8-12), English as a Second Language teacher, Gifted and Talented teacher, General Education teacher (4-8 & 8-12), and Reading Specialist. I also earned my certification in Pedagogy and Professional Responsibility 8-12. My writing on the teaching of reading and writing has been published in *Voices in the Middle*, the official middle school journal of the National Council of Teachers of English. Additionally, my composite case analysis of student work became the centerpiece of a national conference presentation for the Literacy Research Association. Additionally, I have immersed myself in learning best practices for bringing Project-based Learning practices and Entrepreneurial learning experiences to middle school students. In doing so, I have become well-connected in the local community of creatives, innovators, revolutionary educators and activists, and entrepreneurs. This is the background and knowledge set I hope to contribute to the success of S.H. James.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the S.H. James mission is to mobilize 5-12 grade students with a personalized, literacy-based education. The school aims to cultivate self-awareness and innovative and entrepreneurial thinking. The beliefs at the root of this mission are all students are inherently brilliant with limitless ability to achieve, BIG change (with an emphasis on equity) needs to occur in order to serve our most at-risk students, a quality education elevates the history, culture, and identity of the students it serves, and social emotional health is essential to academic success.

2. What is your understanding of the school's proposed educational program?

My understanding is that the model will focus on 3 pillars: 1) Social Emotional Learning, 2) Culturally and Historically Responsive Literacy, and Community-based Entrepreneurship. My understanding is that the school's emphasis on Culturally and Historically Responsive Literacy is informed by Dr. Ghoddy Muhammad's research, which emphasizes identity development, developing proficiency across disciplines, learning to read texts and social contexts with an eye for power-dynamics, equity, and anti-oppression. I also understand that social-emotional wellness will be central to the school model, ensuring that students have the support to process difficult emotions and develop life-long coping skills. Lastly, I understand that the educational program will foreground entrepreneurial ways of thinking that are essential for success no matter the life and career trajectory of a student. These mindsets drive success across fields and support young people in building meaningful careers they care about.

3. What do you believe to be the characteristics of a successful school?

I think the characteristics of an effective school include: 1) A well-researched and intentional school model with clear mission, vision, and goals. 2) Effective leaders who are deeply connected to the mission and are able leverage their team and the community to activate the different facets of that mission 3) A willingness to learn, refine, and continuously improve 4) A culture that sees students a people worthy of love and respect.

4. How will you know that the school is succeeding (or not) in its mission?

I believe success is both qualitative and quantitative. I will know S.H. James is succeeding in it's mission if the data reflects quantitative goal attainment, or significant progress toward goal attainment. BUT, goal attainment must be paired with stories, testimonies, and observation of the school's impact on students, families, and community. When you walk onto a campus, you can feel if it is a safe space for kids to be who they are, to make mistakes, to learn about themselves, and to engage in meaningful, relevant, and culturally responsive learning. The data is not enough.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will play a governing role. This includes supporting the mission and vision of the school, supporting the CEO by holding him accountable for the school's success, using the highest ethical standards in serving as a board member, exercising strict financial, operational, and academic oversight, ensuring the school has the resources it need to achieve its goals.

2. How will you know if the school is successful at the end of the first year of operation?

If the school has made significant progress toward the annual set of goals established by the CEO and Board of Directors. And, if the school has stories of impact on students, families, and the community. Also, if the school has built a positive reputation within the community it serves.

3. How will you know at the end of four years if the school is successful?

If the school has made longitudinal progress toward the four-year goals established by the CEO and Board of Directors. And, if the school has diverse stories of impact on students, families, and the community. Also, if the school has maintained a positive reputation within the community it serves.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1. Research and decide on curriculum that aligns with the mission, vision, and objectives of the school.
2. Learn from the successes and failures of schools with similar academic models
3. Develop strong community partnerships across sectors
4. Develop relationships with families and students in the community it aims to serve
5. Write clear and actionable goals for the first year of operation and develop strategic plans that align with each goal

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 immediately bring it to the attention of the school's CEO and follow the protocol outlined in the Board of Directors By-laws, calling for the removal of said board members.

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.

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, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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.

CREA Curriculum & Consulting

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.

IDEA Public School – San Antonio, TX

Secondary Individualized Learning Program Manager, July 2017 to July 2018

12500 San Pedro Ave, San Antonio, TX 78216

IDEA Public Schools – Austin & San Antonio, TX

Central Texas Individualized Learning Manager, July 2015 to July 2017

12500 San Pedro Ave, San Antonio, TX 78216

KIPP Liberation College Preparatory School –Houston, TX

6th and 7th Grade English Teacher and English Department Chair, September 2010 to June 2012

5400 Martin Luther King Blvd, Houston, TX 77021

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management 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, Stephanie Finger Mendeloff

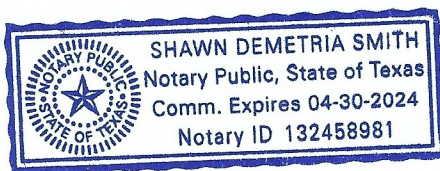
certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Stephanie Mendeloff

Date

1/19/2021



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GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

SH James Preparatory Academy

Name of Sponsoring Entity:

Revolution Public Schools

BACKGROUND

Full Legal Name:

Racquel Gilford

Home Mailing Address:

10131 Windstone Creek

Phone Number:

5128431663

E-mail Address:

[REDACTED]

Business Name:

Sustainable G's Inc

Business Mailing Address:

n/a

Business Phone Number:

5128431663

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 am passionate about serving on the board for this charter school to support educational opportunities for the youth of San Antonio. I am motivated by the opportunity to participate in the intentional design process of creating Revolution Public Schools to meet the needs of students, families and communities. I believe exposure to experiences and educational resources are crucially important to our students. Being exposed to as many things as possible creates an appetite for curiosity as well as the belief that we can truly do what we put our mind and best effort to. Revolution Public schools intends to do just that with its multi-layered approach to education that will develop, push and support students by creating curriculum and resources. It will enable them to become global innovators and promote civic engagement in their communities. Through its core pillars focused on well being, innovative thinking and cultural relevance, Revolution Public School's goal is to ensure every student has a deeply enriched learning experience and opportunity to succeed. So often the voices of the students, parents and community are left out of the equation and do not give our students the relevant or practical resources they need for success. RPS is also focused on equity and applying an equity lens to it's teaching methods and curriculum to incorporate the voices and needs of the student and community to aid in the direction of the school. Seeing these innovations materialize and the potential for student success stories to be realized by these methods are reasons why I will

proudly serve on the board for Revolution Public Schools.

2. What is your understanding of the appropriate role of a public charter school board member?

As Revolution Public Schools board member my role will be to set policies, uphold the schools mission & vision, promote academic excellence through strategic leadership, advocacy in support of the school, to be a financial steward over RPS, analyze academic performance across the organization and ensure that the school complies with all applicable rules and regulations.

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 served on a few boards with strong interest in community organizing, leadership development and promoting civic engagement. I have served as a volunteer and have worked with young people for over 10 years supporting several non-profit organizations focused on education, cultural exchange, technology and agriculture. I bring a wealth of leadership experience, community ties and communication skills to the organization.

4. Describe the specific knowledge and experience that you would bring to the board.

I am familiar with organizational leadership & I have over 10 years of technical project management. I also bring technical leadership as an experienced infrastructure engineer for over 13 years. I am passionate about coalition building and building relationships across public and private sectors for the betterment of the communities in San Antonio.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

SH James Preparatory Academy's purpose is to build curriculum and an educational framework that supports and empowers students to directly engage in their education. The school seeks to intentionally meet the needs of the students by providing resources to support families and the community where the school resides. Revolution Public School believes all students are worthy of academic excellence and RPS seeks to ensure a direct equitable outcome for each student.

2. What is your understanding of the school's proposed educational program?

The school's educational programming is geared towards 5th-12th grade students and comprises 3 educational pillars: (1) Social and Emotional health and wellness, (2) Culturally responsive literacy and (3) Community-Based entrepreneurship. By starting with 5th grade SH James Preparatory aims to change students' trajectory leading up to high school by providing a clear pathway to success. The emotional wellness programming will enable students to process and handle conflicts through learning, enrichment and community service outreach. The school's community based entrepreneurship will engage students in innovative thinking, mentorship and set them up to build upon practical goals that will extend outside the classroom. Revolution Public Schools culturally responsive literacy is based on the findings of Dr. Ghoddy Muhammad's equity framework that

believes across all disciplines there are key components to ensure relevancy to the experiences of the students. These include but are not limited to; identity development, skill development, and intellectual development. The ultimate purpose of the programming provided by RPS is to create socio-conscious students who are self aware, have a collective responsibility for their own learning, who have an entrepreneurial mindset of curiosity for the world and are academically successful.

3. What do you believe to be the characteristics of a successful school?

I believe there are several ways a school can measure and weigh success. A successful school will have exemplary and visionary leadership, a well informed school model with a clear school mission, student focused instructional planning & engagement and on-going parent and community feedback for planning. The culture of the school will reflect that of the students and community successes. The school will have informed leadership who are flexible and able to pivot to meet the needs of their student population and committed to building relationships with their students & parents through collective, consistent and transparent collaboration.

4. How will you know that the school is succeeding (or not) in its mission?

The school's success will be seen through its focus on high academic quality, the growth of student academic achievement over time, parent and community engagement, recurrent enrollment from year to year, strong financial performance and sustainability and compliance with applicable laws and terms of the charter contract. A school who regularly attends to its data metrics and personal outcomes for each student will pave a way for success and innovation.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board will be the authority to ensure rules & policies are enforced to govern over the school's operations and finances. The board will be responsible for keeping leadership accountable to these policies and ethically managing conflicts as they arise. The governing board will also partner with the schools leadership and CEO to set and develop goals and monitor progress toward those goals regularly.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful if it has been able to attain a high percentage of the goals met & set forth by the board and CEO and it's overall performance from an academic, financial and operational point of view meets or exceeds expectations. The school success will also be measured by the positive intangible experiences of students, parents and the impact the school has on the community it serves.

3. How will you know at the end of four years if the school is successful?

The school will be successful in four years if it has continued to show progress towards the schools goals set forth by the CEO and governing board. Success can also be seen if on average the school shows improvement on key performance indicators between years comparatively. Also, if the school is able to maintain a high reputation within the student-parent community through it's consistent and diligent efforts to maintain the school's mission and vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

I believe the following steps can help the charter school board to ensure the schools success by Pursue educational innovation that is derived from continuous and on-going research that is evidence based and paired with demographic data of the students and surrounding community. This is to ensure we are addressing and are culturally aware of the complex needs of the student population. (2) Look to build and retain community partnerships across public and private sectors (3) Have regular retrospectives on the outcomes of Revolution Public Schools goals and missions with our partners. (4) Engage students and parents in continuous feedback loops and provide regular updates around the students and school's progress. (5) Have clear, concise & realistic strategic goals for the next one, three and five years that include all facets of the schools leadership, programming & operations. (6) Uphold the school's mission to ensure equity is an

uncompromised value for our students.

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 bring this matter to the attention of the board and CEO directly to address it by reviewing and upholding the board bylaws to make the final decision on the unethical behavior demonstrated by a board member.

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.

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, owners, directors, or agents of that provider.

- ☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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.

Sustainable G's Inc

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 management 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.

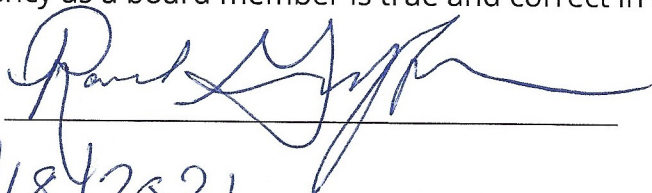
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Racquel Gifford

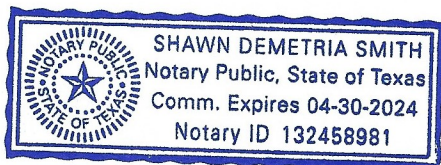
certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

1/18/2021



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GENERATION 26 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:

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?

Two of my personal and professional passions are education and youth. I currently sit on several other boards focused on these two missions. I've also taught at the university level and see that results of gaps in early childhood development. In San Antonio, there is a serious gap in quality education at the youth level and charter schools seem to have fairly good success with progressing kids onto higher education. As a career writer/publisher, illiteracy, literacy, or lack there of, has always been a special focus of mine to take an active participation in assuring my community receives adequate preparation for future workforce.

2. What is your understanding of the appropriate role of a public charter school board member?

Oversee mission and vision of the organization, guide and steer accordingly. And support staff and administration with various needs into fundraising initiatives.

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.

For almost 30 years have served on nonprofit boards in various capacities including Chairman and CEO. Am a 2017 graduate of Masters Leadership Program of San Antonio which trains industry leaders for board service. I'm also very connected in the community where the charter school will be located.

4. Describe the specific knowledge and experience that you would bring to the board.

In addition to 30 years of board experience, an understanding of how boards operate, passion for education and youth and extensive network of professional colleagues.

SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Mission is to mobilize 5th-12th graders using a personal, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset to develop them into civic and global leaders of the future.

2. What is your understanding of the school's proposed educational program?

The program will focus on 3 pillars: 1- Social and emotional health and wellness, 2- Culturally and historically responsive literacy, and 3- Community based entrepreneurialism. The campus will be focused within a ten mile radius of 78210.

3. What do you believe to be the characteristics of a successful school?

A traditionally structured academic program with experienced, trained leadership that focuses on a students intellectual, emotional, psychological and future employment needs. The atmosphere/ environment will also be safe for all who attend.

4. How will you know that the school is succeeding (or not) in its mission?

A formal measuring/monitoring auditing model will be established that includes, scheduled testing of students, testing of leadership and benchmarks for success will be established on front.

GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Work with Mr. Anthony Gordon and assemble a leadership team that is prepared for the task at hand, and to assist in directing and guiding the institution to success.

2. How will you know if the school is successful at the end of the first year of operation?

We will contrast progress against standards of success established from the beginning.

3. How will you know at the end of four years if the school is successful?

Enrollment, progression, graduation and matriculation rates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Recruiting and employing sound, passionate, experienced leadership. Establishing appropriate and reasonable measures of success. Instituting metrics that measure success, with occasional testing or comparing against standards. And appropriate auditing to assure accountability.

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?

We'll all possess agreed upon protocol, etiquette and ethics standards. My personal style would be to make a personal inquiry, giving them the benefit of the doubt. If what I'm hearing is true or accurate, I may suggest they adjust their conduct or activities. Lastly, I would take it to the board for group intervention.

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.

Dr. Milton Harris, professional friend and colleague

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.

Know various teachers at all levels of formal education. Also good friends with a dean of local university.

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, owners, directors, or agents of that provider.

☒ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

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.

Cedric D. Fisher & Company Publishers LLC

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management 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.

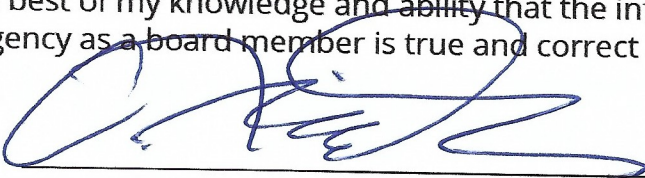
If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Adric D. Fisher

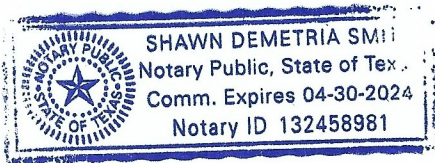
certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

1.19.2021



COPYRIGHT MATERIAL

1 page has been withheld

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Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity

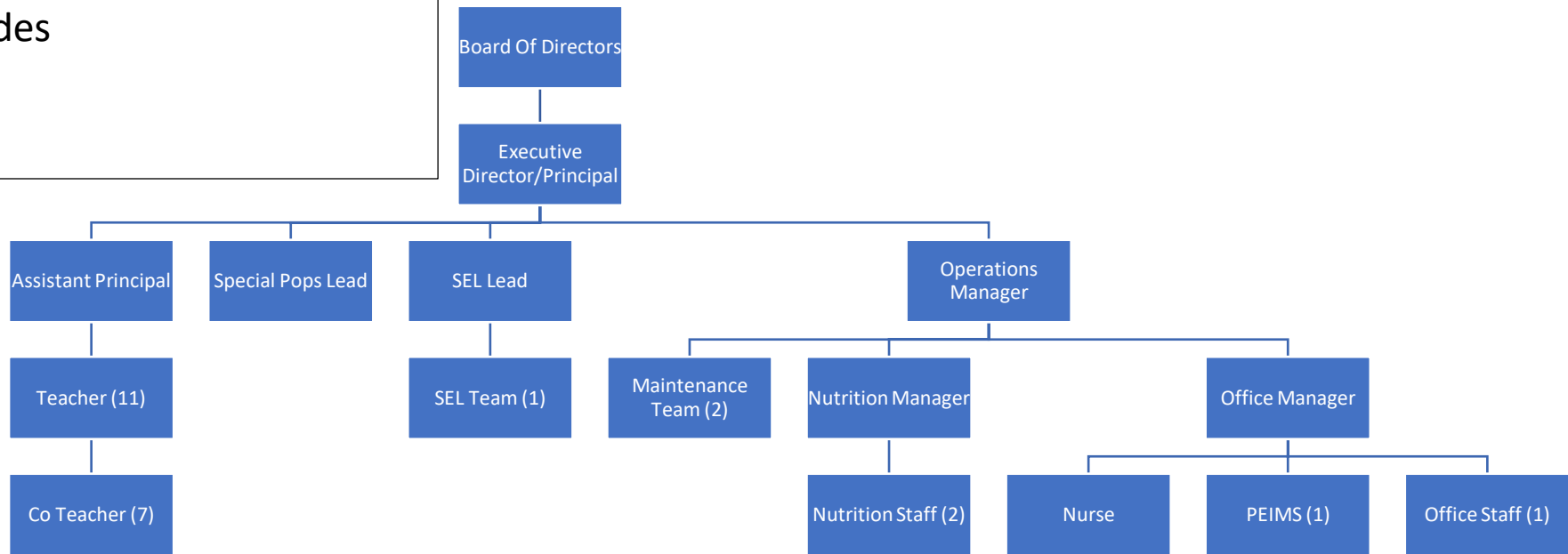
Submit three organizational charts that show the school's governance, management, and staffing structures: (1) the first organizational chart will represent the school's structure during Year 1; (2) the second chart will represent the school's structure during Year 3; and (3) the third chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

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

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

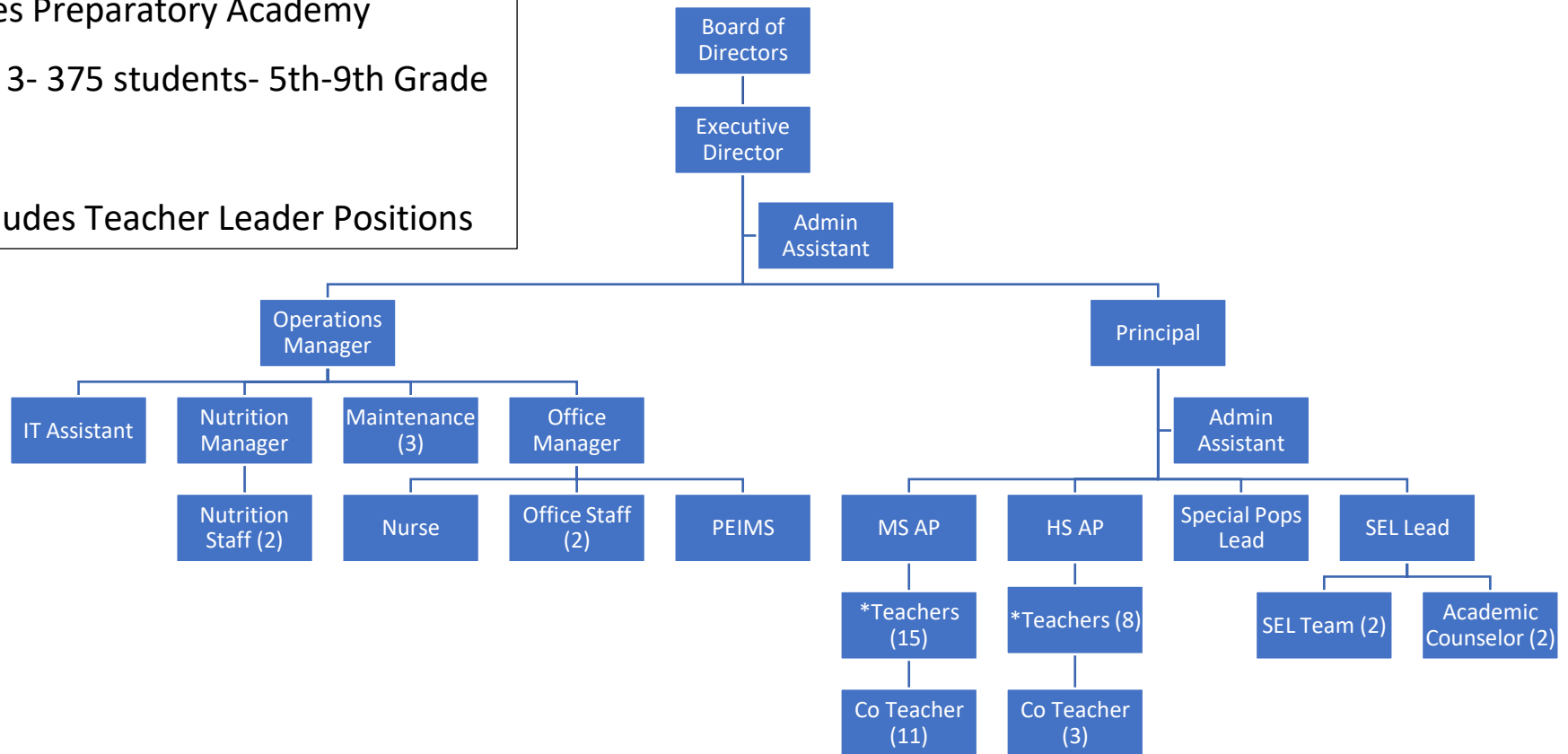
Revolution Public Schools-
S.H. James Preparatory
Academy

Year 1- 225 students, 5th-7th
grades

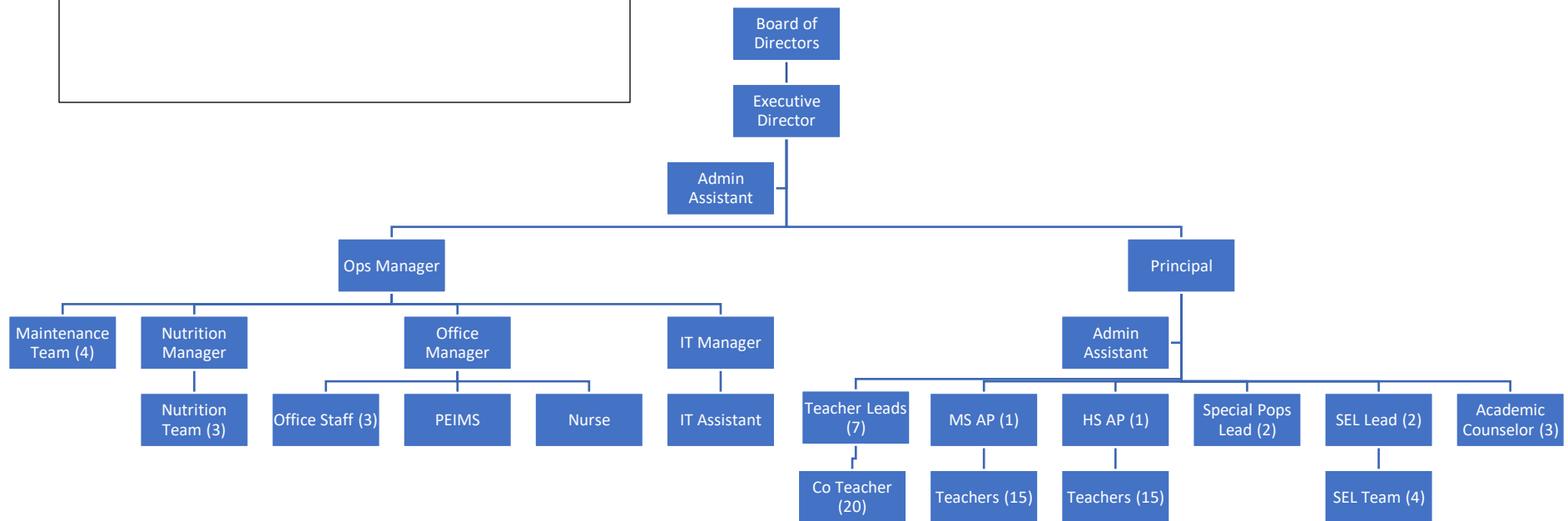


Revolution Public Schools- S.H.
James Preparatory Academy
Year 3- 375 students- 5th-9th Grade

*Includes Teacher Leader Positions

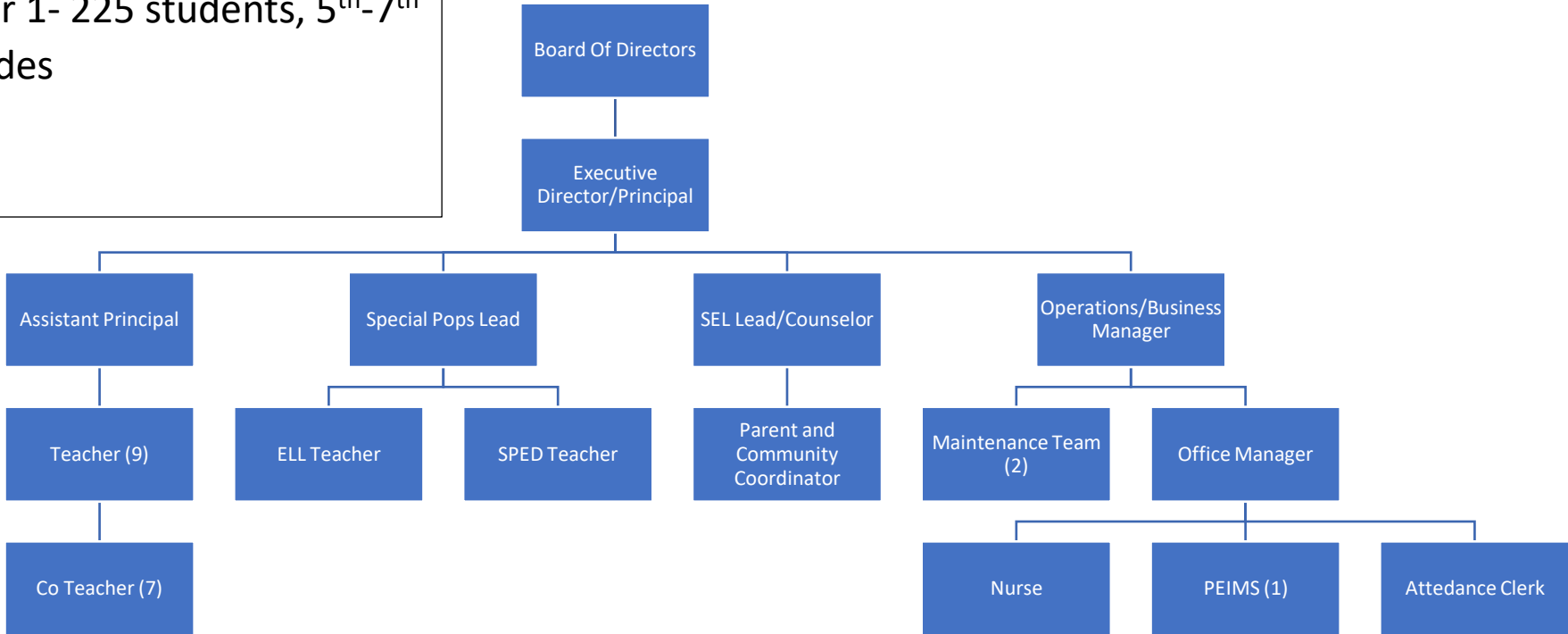


Revolution Public Schools- S.H.
James Preparatory Academy
Year 6- 800 students- 5th-12th Grade



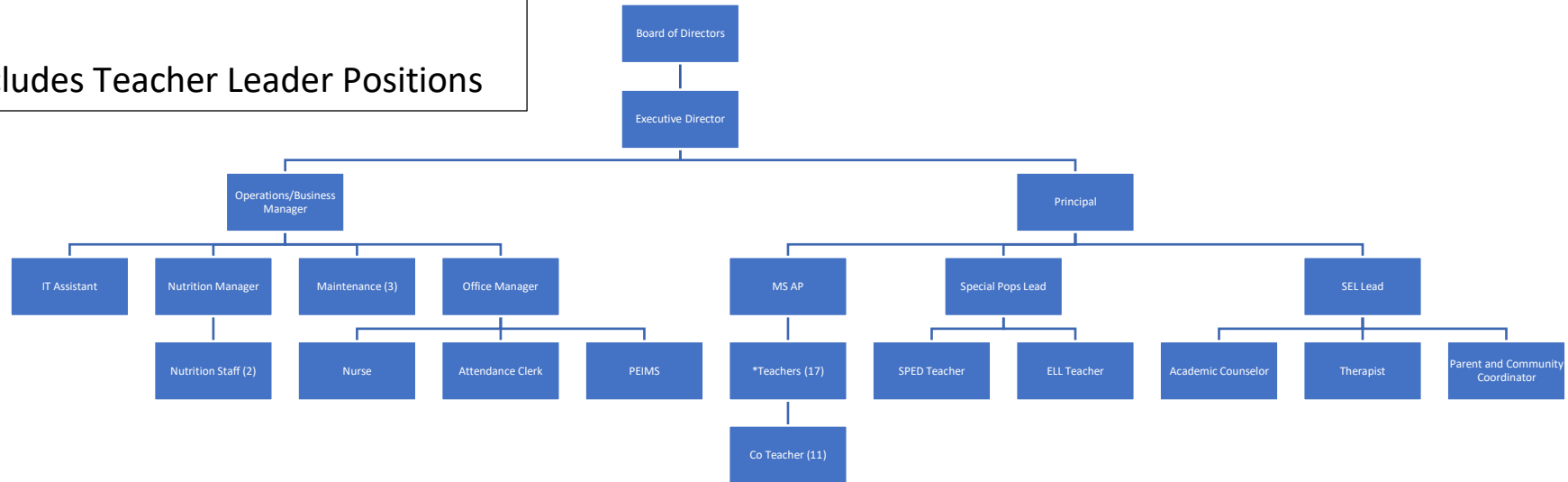
Revolution Public Schools-
S.H. James Preparatory
Academy

Year 1- 225 students, 5th-7th
grades

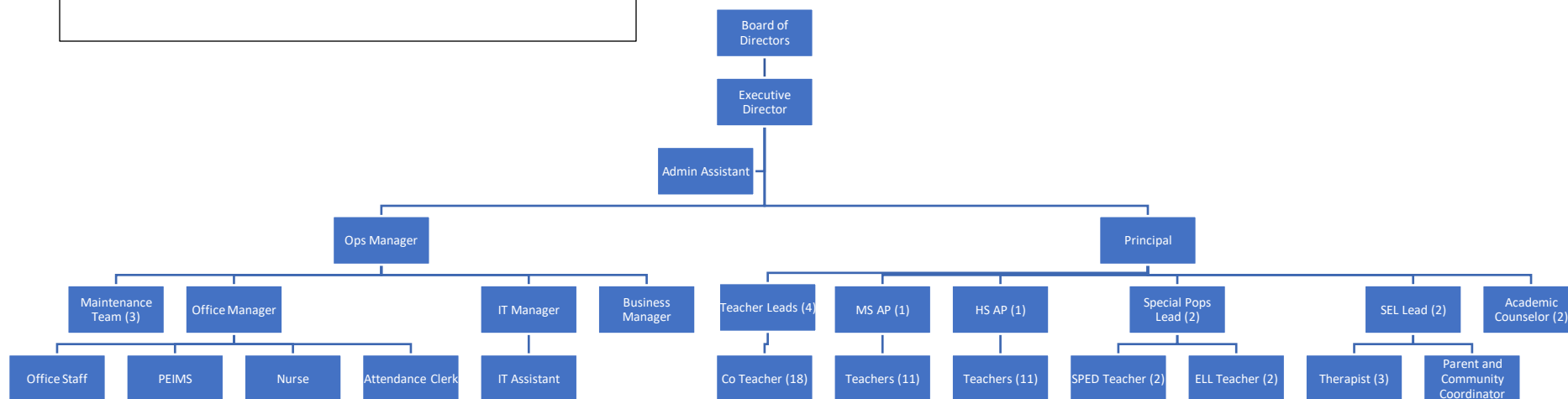


Revolution Public Schools- S.H.
James Preparatory Academy
Year 3- 375 students- 5th-9th Grade

*Includes Teacher Leader Positions



Revolution Public Schools- S.H.
James Preparatory Academy
Year 6- 800 students- 5th-12th Grade



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' Superintendent Evaluation system, please state so and link in the narrative response. DO NOT attach.

S.H. James Prep will use the Texas Association of School Boards' Superintendent Evaluation system.

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

ANTHONY GORDON

Phone: (682) 597-2014
[REDACTED]

6535 Port Elizabeth
Converse, TX 78109

EDUCATION

MS University of Texas-Arlington, Education August 2016
Educational Leadership and Policy Studies

BS University of Texas-Arlington, Communication May 2008
Broadcast Management
Minored in English

LEADERSHIP EXPERIENCE

Revolution Public Schools, San Antonio, TX July 2020
Founder/Executive Director

- Responsible designing, proposing, defending and launching a new charter school
- CEP Innovative Schools Incubator Fellowship
- High Tech High New School Creation Fellowship
- Fellowships provide intensive training and hands on learning opportunity to develop skills
 - Community Organization
 - Community Outreach
 - Community Engagement
 - School Design
 - Governance
 - Staffing Recruitment
 - Student Recruiting
 - Academics
 - Operations
 - Facilities
 - Transportation
 - Staff Training
 - Legal and Compliance
 - Special Populations
 - Finances
 - Instruction

Ogden Academy/Relay Lab Schools, San Antonio, TX July 2019 to June 2020
Principal Fellow

- Coached campus teachers to improve cultural and academic outcomes
- Coached Math and Science Department for 4-8 Grade

- Campus data analysis and strategic action planning
- Campus curriculum analysis and selection
- Consistent Observation and Feedback cycles
- Campus wide and District professional development planning and execution
- Community and parent engagement
- Testing Coordination and logistical planning
- Proactive planning and managing for discipline
- Social and Emotional Education practices
- Campus wide incentive and event planning
- Collaborative campus operations and logistical planning
- Implemented Campus wide initiatives that produced measurable results

Dorie Miller Elementary, San Antonio, TX

February 2019 to June 2019

Instructional Coach/Reading Specialist

- Coached campus teachers to improve academic outcomes for students in grades K-5.
- Provided best practices in:
 - Short and long-term planning
 - Differentiation
 - ESL/SPED instruction,
 - Observation and feedback with actionable next steps,
 - Lesson plan review and revision,
 - Technology integration
 - Classroom management
 - Test Prep
 - Novel Studies
 - Small Group Instruction
 - Intervention
 - Pacing
 - Student Work Analysis
 - Data Driven Instruction
 - Read Aloud
- Worked closely with lead team to provide campus wide professional development

IDEA Public Schools, San Antonio, TX

July 2017 to January 2019

Individualized Learning Manager

- Managed Individualized Learning Labs, PE and Recess for 26 campuses
 - San Antonio and Baton Rouge for 2018-19
 - San Antonio and Austin during 2017-18
- Coached campus leaders by creating individualized plans for
 - Reading initiatives
 - Math intervention
 - Data analysis
 - In class observation
 - Action plans
 - Classroom Culture

- Best Practices for students at varied learning levels
 - Personalized tools and resources based on leader, instructor and student needs
- Worked with the Super Regional Team to create tools, resources and innovative practices to successfully implement Individualized Learning programming
- Acted as mentor for district athletic lead to create effective processes for campuses as it relates to goal setting, data tracking and analysis
- Lead overhaul of team website and increased monthly average of authentic hits by 43% in 2017-18
- 77% of campuses reached Individualized Learning goals during the 2017-18 year
- Created a tiered data analysis process to determine campus of most need to prioritize services and supports.
- Created weekly data reports which outlined raw data, campus progress toward goals, growth and recession of data, staff/campus spotlights, upcoming considerations and look fors to use during observation for 2 regions
- Used this data to conduct both Regional and Super Regional Professional Development for leaders and staff
- Participated in weekly campus walkthroughs with district ED, VPs and Instructional lead team to create action plans for struggling principals, coaches and teachers to consistently improve practices
- Managed all District regional training sessions for programming, setup, logistics, follow through, data analysis and plan revision
- Create Organization wide initiatives and are currently in use and foundational parts of programming
- Acted as mentor to incoming team members

IDEA Eastside College Preparatory, San Antonio, TX
Academic Counselor

July 2016 to June 2017

- Managed Test Coordination
- ELL Point Person
- Student Persistence management and tracking
- Managed and coached teaching staff (Individualized Learning, ELA)
- Campus Culture Lead
- Event Planning
- Fundraising
- Student social and emotional health Lead
- Teacher leader coach
- Parent Communication Lead
- Community Outreach
- Cultivated relationships with organizations to secure service for students and families
- Lead Reading Initiative
- Created and managed incentive program based on student achievement in reading
- Campus received 5 of 5 campus distinctions for 16-17 school year.
- Created a comprehensive SEL curriculum as a part of an Action Learning Program along side counseling peers.

TEACHING EXPERIENCE

IDEA Eastside College Preparatory, San Antonio, TX

July 2015 to June 2016

Founding 6th Grade ELA Teacher, Grade Team Lead

- Worked with leadership to create systems and procedures for a founding campus.
- Lead campus wide professional development.
- Set culture for founding campus teaching staff and students.
- Developed long term and weekly units of study.
- Supplemented district curriculum to ensure success for students at diverse learning levels.
- Created lessons, daily work, quizzes, exams, and homework
- Managed grade level budget
- Organized and oversaw student trips, including EOY College Road Trip with students.
- Development cultural events and incentive programs for students.
- Worked with students with significant deficits in reading and found success with use of differentiated instruction, collaboration with intervention and elective staff, Special Populations staff and leadership.
- Began year with 72% of students reading 3 or more years below grade level, reached 66% passing and 13% advanced on Reading STAAR.
- Worked with student populations that included extreme academic gaps, large SPED, ELL, At-Risk populations and found significant growth consistently.
- Used data to create, revise and implement effective plans to push student growth.
- Led student leadership initiatives.
- Created and revised campus schedules.
- Facilitated grade level tactical meetings
- Observed and provided feedback to coach grade level staff.
- Used data to drive instructional and culture decisions.

KIPP Texas

July 2012 to June 2015

KIPP Truth Academy, Dallas, TX

8th Grade ELA Teacher, Grade Level Lead/ELA Department Head

- Cultural Teacher Lead for campus.
- Lead content based professional development for campus.
- Led campus wide reading initiatives that produced over 78% of the middle school student population reading at least 1 million words within a single academic year (2014-15).
- Managed grade level budget
- Organized and oversaw student culture events and incentive program
- Organized and oversaw student trips, including EOY College Road Trip with students.
- Created and implemented fully flushed out ELA curriculum, Unit Plans, Scope and Sequence, Assessments, Novel Study, Research Writing Workshops, Grammar Bootcamp, Targeted Intervention, Leveled Reading Program, etc.

- 98% STAAR passing rate for 2012- 2013 school year (19% advanced)
- 97% STAAR passing rate for 2013-2014 school year (28% advanced)
- 88% passing rate for 2014- 2015 (13% advanced)
- Worked with student populations that included extreme academic gaps, large SPED, ELL, At-Risk populations and found significant growth consistently.
- Used data to drive instructional and culture decisions.
- Coached grade team on instructional best practices and cultural norms
- Teacher Mentor
- Coach for 2015 Louder Than a Bomb DFW Youth Poetry Slam Champions- KIPP Truth Academy/ Coach of the Year

KIPP Polaris Academy for Boys, Houston, TX
7th & 8th Grade ELA Teacher

July 2011- June 2012

- Created and implemented fully flushed out ELA curriculum, Unit Plans, Scope and Sequence, Assessments, Novel Study, Research Writing Workshops, Grammar Bootcamp, Targeted Intervention, Leveled Reading Program, etc.
- 85% STAAR passing rate for 2011-12 school year.
- Worked with student populations that included extreme academic gaps, large SPED, ELL, At-Risk populations and found significant growth consistently.
- Created publishing opportunities for 15 students for poetry submissions.

Al-Hedayah Academy, Fort Worth, TX
5th- 11th Social Studies/History Teacher

August 2008- June 2011

- Created and implemented fully flushed out SS and History curriculum for multiple grade levels.
- Worked with student populations that included extreme academic gaps, large SPED, ELL, At-Risk populations and found significant growth consistently.

7th-10th ELAR Teacher

- Created and implemented fully flushed out ELA curriculum, Unit Plans, Scope and Sequence, Assessments, Novel Study, Research Writing Workshops, Grammar Bootcamp, Targeted Intervention, Leveled Reading Program, etc.

3rd-4th Grade ELA/Social Studies Teacher

- Created and implemented fully flushed out ELA and SS curriculum for multiple grade levels.

Athletic Director, Basketball and Soccer Head Coach

- Organized and implemented the campuses first athletics program.
- Head Coach for Basketball and Soccer teams.
- Cultivated local relationships to form a small private school league.
- Created scheduled, organized transportation, managed athletics budget.

PROFESSIONAL TRAINING

Texas Teacher Certification, ELAR (4-8)
 2017-2023
 ITeachTexas, 2009

Together Teacher/Leader Training

2015, 2017 & 2019

Maia Heyek-Merlin

Texas Principal Certificate, (EC-12)

2019-2023

University of Texas-Arlington, 2016

Advancing Educational Leadership Certification,

10/2019

Region 20 (San Antonio)

TTESS Certified Appraiser

2020

Region 20 (San Antonio)

Relay National Principal Academy Fellowship

2020

Relay Lab Schools

EdLaunch Fellowship

2020-2021

City Education Partners

Innovative Schools Incubator Programming

2020-2021

Good Reason Houston

New School Creation Fellowship

2020-2022

High Tech High

ACCOMPLISHMENT AND AWARDS

King Slam Champion,

2020

The exclusive poetry slam for San Antonio Dream Week.
(2018 runner-up)

VIA Poetry on the Move, Selected Poet

2017 & 2019

One of 10 poets selected in 2017 & 2019 to have poetry featured
on VIA buses during International Poetry Month.

Fresh Ink Youth Poetry Slam Team, Coach

2015

Coached, mentored, fundraised, managed budget, arranged travel and lodging
for the San Antonio based youth slam team for their travels to the Brave New Voices

National youth poetry slam in Chicago, IL.

Louder Than A Bomb DFW Youth Poetry Slam, Coach of the Year, 2015
Team Champions

Coached and mentored a middle school poetry slam team to win a high school slam competition and was named coach of the year for the competition.

DFW/ Forth Write Youth Poetry Slam Team, Coach/Mentor 2009-2010 & 2013
Team ranked top 2 in each competition and ranked as high as #3 in the Nation at the Brave New Voices National Youth Poetry Slam.

Fort Worth Poetry Slam, Champion 2013
Ranking 30th at the Individual World Poetry Slam Championships in Spokane, WA

Fort Worth National Poetry Slam Team, Slam Team Member 2009-2010
Two-time national slam poet with the Fort Worth Poetry Slam Team.

DFW Poetry Awards, Best DJ 2013

Over 20 students have had poetry published in credible publications 2008- 2014

Hundreds of dollars in scholarship money has been awarded for students in in writing competitions and poetry slams. 2008-2020

Opened for Poetry Legend Nikki Giovanni 2013

PUBLICATIONS

Action Learning Project

Gordon, A, Leija, M. Martin, M, St.Cyr, H., Student Wellness Action Group. A Guide for Implementation, training, and resources for Social Emotional Intelligence Implementation, IDEA Public Schools, San Antonio Region College Prep AC/CC Team, 2017.

PRESENTATIONS AND INVITED LECTURES

Performance Art, Host/Organizer- Tarrant County College- Annual International Poetry Month Slam, 2009-2019

Performance Art, Featured Artist- Trinity University, Black Student Union, Celebration of Black History Showcase- 2015- 2019

Invited Lecture, “The Future Leader in Communities of Color” Trinity University, Black Student Union, End of the Year Banquet, 2018.

COMMUNITY ORGANIZATION AFFILIATION

NCAAP

[Member], [San Antonio], 2020

100 Black Men of San Antonio

[Member], [San Antonio], 2020

PROFESSIONAL BOARD EXPERIENCE

Prelude Preparatory

Board Member, Education Committee Lead, 2019

Stepped down from Board Duties to start EdLaunch Fellowship

ENTREPRENEURIAL VENTURES

Built From Scratch Productions

2005- 2009

Launched as a partnership of student at UT- Arlington, BFSP was an event planning and mobile DJ service working predominately with campus Greek Organizations, athletic programs, student activities to provide personalized event services.

That’s My DJ Mobile Service

2010- Present

Created as an all-inclusive event planning and mobile DJ service that specializes in wedding, club DJ services, school event, performance art, sporting events, large scale shows or performances, community events, etc. Since the business began in 2010 it has had each fiscal year end with finances in the green.

Anthony Gordon Poetry

2008- Present

Associated with performance arts as it relates to involvement the slam poetry community as a performer or coach. Through work, networking and consistent performance standards within the community opportunity for participation in Poetry Slams with cash prizes, host events, conduct writing workshops, sell any relevant merchandise to potential vendors has created an earnings trend that has remained consistent since 2008.

REFERENCES

Jennifer Maestas, Fellowship Coach

City Education Partners

Phone: (210) 215-2217

Email: [REDACTED]

Wesley Baker, Founder

Your Best Team Ever

Phone: (713) 534-3103

Email: [REDACTED]

Stephanie Mendaloff, Founder

CREA Consulting

Phone: (713) 410-5801

Email: s [REDACTED]

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

N/A

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

Campus Principal

Role Description:

Principals are instructional and operational leaders who coach and develop staff, teachers and lead team members at their school to achieve ambitious goals. Principals are focused on excellence, continuous improvement and culture. They support these values through their actions and attention to detail. They create a safe learning environment and set performance goals both for students and teachers, and oversee the process so that those goals are attained.

Responsibilities:

- Oversee day-to-day school operations
- Manage school logistics and budgets
- Set learning goals for students and teachers
- Monitor and report on teacher performance
- Present data from school performance to board members
- Research new resources and techniques to improve teaching
- Interview and hire school personnel
- Review and implement school policies
- Provide guidance and counseling to teachers
- Handle emergencies and school crises
- Organize school events and assemblies
- Ensure a safe and clean environment for students (e.g. implementing hygiene rules)
- Attend conferences to gain knowledge on current educational trends
- Develop and maintain an inclusive and equitable culture in which all staff and students are able to succeed
- Communicate expectations to all students, families, and other key stakeholders regularly
- Develop school leadership team members
- Manage high-quality talent evaluation process for teachers and leaders
- Coordinate, develop and provide feedback to operational, instructional, support and auxiliary staff.

Qualifications:

- Education: Bachelor's degree (Master's preferred)
- 3+ years as an instructional leader with proven track record of achieving success (experience with comparable student populations a plus)
- 5+ years as a classroom teacher in a STAAR Tested subjects with a record of successfully impacting student achievement and working successfully with students who have the greatest needs.
- TX Teaching and Principal certification is preferred

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Thrives in an entrepreneurial leadership environment and can lead both adults and students to success within it.
- Seeks and responds well to feedback
- Works in collaboration across all departments and builds relationships in order to achieve outcomes
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Knowledge of school administrative processes, state and national educational regulations
- Hands-on experience with education management systems
- Attention to detail
- Great presentation and communication skills
- Crisis management
- Ability to coach and inspire

Assistant Principal

Role Description:

Assistant Principals are instructional leaders who manage, coach and develop staff and teachers to achieve ambitious goals. They monitor, analyze and plan to improve the progress of staff and students at their campus.

Responsibilities:

- Focus on campus mission, vision and core values to build consistent culture
- Hold high expectations for self and others to achieve and surpass intended goals
- Lead instructional staff to achieve measurable growth and ambitious goals
- Lead instructional staff to improve their instructional and pedagogical skills through daily observations, real time coaching, data conversations, and effective evaluations
- Supervise the implementation of TEKS based curricula infused with Culturally and Historically Responsive Literacy and assessments
- Review lesson plans and provide feedback
- Synthesize, analyze, and prioritize data and opportunities to develop strategies
- Proactively seek out professional development to improve and consistently grow as a leader
- Build relationships with and communicate students' progress with student and family
- Help shape and develop a school wide culture that fosters a productive and enthusiastic learning environment for all staff and students
- Participate in weekly manager check-ins, grade-level meetings, before and after-school duties, and school wide meetings and functions
- Instructional coach and manager to several teachers and/or co-teachers
- Conduct 1:1 meetings with direct reports to monitor progress towards student goals and provide coaching

Qualifications:

- Education: Bachelor's degree required (Master's degree preferred)
- Experience: At least 5 years as a classroom teacher in a STAAR Tested subject with a record of successfully impacting student achievement and working successfully with students who have the greatest needs.
- Teacher leadership experience required
- Proven track record of achieving success in the K-12 setting
- Experience managing/coaching others preferred

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Thrives in an entrepreneurial leadership environment and can lead both adults and students to success within it.
- Seeks and responds well to feedback
- Works in collaboration across all departments and builds relationships in order to achieve outcomes
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to instruct students and manage student behavior
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment

Instructional Coach

Role Description:

The Instructional Coach role is to build teacher capacity and their understanding of instructional practices as related TEKS, CHRL and Data Driven Instruction. All coaches work collaboratively with campus instructional team members to promote high-quality instruction in classrooms through modeling, co-planning, co-teaching and providing feedback to teachers. The instructional coach will demonstrate and model a passion for urban education reform and leadership.

Responsibilities:

- Model lessons in classrooms on a daily/weekly basis
- Support the instructional development of all teachers
- Build strong relationships with teachers, administrators, and other coaches.
- Coordinate and direct how the curriculum is taught consistent with state, national, campus based and research based instructional best practices
- Create an articulated observation, duty and meeting schedule with building administration
- Assist teachers in implementing mission and core values in their classrooms
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources
- Support teachers and administrators in using data to improve instruction on all levels
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students
- Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times
- Observe lessons and provide feedback for a teacher's professional growth and students' success
- Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs
- Develop coaching plans for teachers to ensure student improvement
- Contribute to the development systems and structures to improve teacher practice within schools

Qualifications:

- Education: Bachelor's degree required (Master's degree preferred)
- Experience: At least 5 years as a classroom teacher in a STAAR Tested subject with a record of successfully impacting student achievement and working successfully with students who have the greatest needs.
- Teacher leadership experience required
- Proven track record of achieving success in the K-12 setting
- Experience managing/coaching others preferred

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to instruct students and manage student behavior
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using student-level data to guide instructional decisions.
- Strong pedagogical knowledge and content expertise.
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

Special Populations Lead

Role Description:

The Special Populations Lead is responsible for overseeing, planning, developing, coordinating, and assessing all Special Populations staff. The position requires the Lead to conduct job training, coaching, observation, professional development, collaboration with other instructional and campus teams in order to provide services for all students in special populations.

Responsibilities:

- Coordination management and oversight of services for all special populations, including students with Individualized Education Programs (IEPs), students who are designated English Language Learners (ELLs), and students who are deemed academically at-risk.
- Strategically scheduling all services and classes for students receiving services to maximize learning time while ensuring that the school is in compliance.
- Supervise teachers providing services to students directly.
- Creating and implementing a school wide plan for Response to Intervention (RTI) and training teachers as necessary.
- Coordinating of meetings, arranging for related services, initiating Manifestation Determination Reviews (MDRs)
- Holding the Special Populations Team accountable as it relates to students and families
- Overseeing or tracking the data:
- Coordinating and overseeing progress monitoring and reporting for all students with IEPs, students at-risk of academic failure, and students designated as ELLs
- Coordinating the creation and implementation of 504 plans with families and staff
- Coordinating and overseeing all required family communication and create best practices around family engagement for the families of the school's special populations
- Overseeing/Coordinating IEP writing for annual reviews
- Advising on class placements/schedules based on services
- Managing Special Populations Staff Teachers

Qualifications:

- Education: Bachelor's degree (Masters preferred)
- Experience: At least 5 years as a Special Populations Teacher
- Certification in Special Populations related concentration (SPED, ELL, etc.)
- Teacher leadership experience required
- Proven track record of achieving success in the K-12 setting
- Experience managing/coaching others preferred

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.

- Ability to instruct Special Populations students
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using student-level data to guide instructional decisions.
- Strong knowledge of law, regulations and statutes as it relates to Special Populations
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

Social and Emotional Learning Lead

Role Description:

Oversee a broad range of psychological, community outreach, behavioral and SEL instructional services, including but not limited to psychological testing, consultation and counseling of students, student behavior management and proactive behavior systems, staff training, cultivating and maintaining relationships with community networks and resources and parent engagement initiatives.

Responsibilities:

- Develops and provides Professional Learning Opportunities related to policies and procedures for local, state, and federal related to IDEA guidelines.
- Organizes and delivers a weekly schedule of staff development training for all staff
- Routinely audits psychological evaluations to ensure quality and fidelity to campus level services.
- Provides professional support and guidance to SEL Team
- Maintains an accurate and effective working knowledge of the requirements of the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable federal and state disability laws and their implementing regulations
- Observes and evaluates student behavior systems; analyzes school records, teachers' evaluations, parent information and relevant medical information to create proactive measures to combat negative behaviors for all students.
- Oversees campus based SEL instruction, curricula, resources, staff training and evaluation.
- Provides leadership for mental health services such as organizing individual and group counseling for students.
- Collaborate/consult with teachers, parents, administrators and outside personnel to facilitate students' learning and promote positive behavior and mental health for students with or without a disability.
- Conducts formal and informal consultations with teachers, administrators and parents regarding student assessments; participates in schools' Student Assessment Teams; recommends strategies to facilitate academic and social performance.
- Foster relationships with community stakeholders to provide resources and services for students and their families.
- Coordinate community and parent outreach programming
- Oversee student counseling services
- Coordinates crisis management programs and provides crisis intervention services at the school level.
- Collaborates with medical, mental health and social service agencies for the benefit of students and their families.

Qualifications:

- Education: Masters Degree in School Psychology or comparable field
- Experience: At least 5 years as a School Psychologist or comparable role
- Certification in School Psychology or comparable
- Leadership experience required
- Proven track record of achieving success in the K-12 setting

- Experience managing/coaching others preferred
- Experience with SEL programming preferred
- Experience with Restorative practices preferred

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to lead a team of mental health professionals
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using student-level data to guide decisions.
- Strong knowledge of law, regulations and statutes as it relates to Special Populations, student and family rights
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. DO NOT attach.

RELAY / GSE

LEVERAGE LEADERSHIP IMPLEMENTATION INVENTORY

INSTRUCTIONS

The following assessment has been designed to provide school and system level leaders a tool to determine the current state of Leverage Leadership implementation, set goals for deeper implementation, and monitor progress over time.

Please assess your implementation of the following practices:

- Data Driven Instruction,
- Student Culture,
- Observations and Feedback,
- Leading Adult Professional Development and
- Staff Culture
- Strategic Planning

Once finished, tally your “score” on the final page and color code to create a “heat map” of your current implementation. Reflection questions for prioritizing and planning next steps are provided on the final page of this assessment.

Leading Data Driven Culture:	1. We haven't started this year 2. Started but inconsistent 3. Proficient Implementation 4. Exemplary Implementation
1. Have high quality, standards aligned, interim assessments in place across schools, grades and subjects that are aligned to end-goal assessments (state tests, college entrance exams, etc.)	
2. Begin the year with a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching)	
3. Lead initial and ongoing professional development that prioritizes data driven instruction (includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs)	
4. Have a system to create, implement, and monitor aligned lesson/curriculum materials (including “do nows”, in-class independent work, exit tickets, quizzes and unit assessments) that meet or exceed the rigor of the standards and end-goal assessments	
5. Recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintain focus on the process throughout the year.	
6. Masterfully conduct deep analysis of school wide and individual teacher data so that school wide patterns (high and low outliers) can be identified and be used to create effective action plans.	
7. Lead effective interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (using monitoring tools, student work analysis, and classroom observations)	
8. Hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning.	

9. Follow through with teachers to observe and monitor the impact of reteach lessons on student achievement	
10. Lead effective lesson/unit planning activities that are connected to the trends that the data shows.	

	1. We haven't started this yet 2. Started but inconsistent 3. Proficient Implementation 4. Exemplary Implementation
1. Have a clear vision for school culture that can be clearly articulated to and by faculty, students, and parents (what students/teachers will do/say, what redirection looks/sounds like, what happens when students struggle to meet expectations after redirection)	
2. Have a tool in place that effectively communicates the vision for student culture that uses common language for in class routines (e.g. school culture rubric/checklist).	
3. Have a clearly defined minute by minute plan for common school-wide systems (arrival/breakfast, morning meetings, hallway transitions, in class routines, lunch, celebrating learning, discipline referrals)	
4. Effectively roll out new routines and procedures that enables modeling and practice	
5. Lead effective professional development to implement culture routines and procedures that models leadership and monitors and holds teachers accountable to effective practice	
6. Demonstrate all-school leadership presence during implementation that models specific teaching techniques for teachers that align to the instructional and cultural vision.	
7. Consistently use a tool (e.g. culture rubric) that enables leaders to actively measure student culture and identify the gaps between reality and the vision	

8. Effectively lead a whole school reset when necessary to revamp a whole school routine/procedure	
9. Lead effective discipline conversations with parents	
10. Manage school support staff (Deans, Assistant Principals, etc.) to ensure that school culture leadership is shared and executed effectively.	

Leading Observation and Feedback <i>To what extent does your team:</i>	
	1. We haven't started this yet 2. Started but inconsistent 3. Proficient Implementation 4. Exemplary Implementation
1. Have the instructional expertise to identify quality action steps that name the highest leverage issue in the class and can create action steps that are measurable, observable, and bite sized	
2. Have deep content knowledge in one or more of the core subject areas (Math, Language Arts, etc.) including knowledge of best teaching practices and current standards and the ability to model lessons for new or struggling teachers	
3. Maintain a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching	
4. Have a common system for tracking feedback to teachers that allows leaders to track the number of observations they have conducted, the action steps issued, and trends across teachers that can inform professional development.	
5. Have a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, an exemplar of these action steps in practice, and an opportunity to practice live during the meeting.	
6. Create an expectation that teachers will plan and practice during their feedback sessions.	

7. Have systems in place to follow up with teachers following observation and feedback meetings (teacher binders, tracking systems, etc.)	
8. Consistently identify high leverage trends across multiple observations to ID topics for grade-level or whole school professional development	
9. Use genuine moments of affirmation that are organically embedded into feedback meetings, are linked to previous action steps, and ask teachers to reflect on the impact of their own improvements.	
10. Judiciously provide real time feedback that takes place during class, supports the flow of class, uses nonverbal signals and gives teachers clear “what to do.”	

Leading Adult Professional Development To what extent does professional development	
1. Prioritize the highest leverage actions to practice as the PD objective	1. We haven't started
2. Occur on regular, designated professional development days on the highest leverage topics that are based on school need	2. Started but inconsistent
3. Differentiate for new/struggling teachers, proficient/advanced teachers, instructional leaders/teacher coaches, support staff	3. Proficient Implementation
4. Regularly receive feedback from a supervisor or expert peer prior to delivery	4. Exemplary Implementation
5. Enable participants to see effective models (video, written exemplars, live models, etc.) so that they can identify effective strategies and practices	

6. Provide adequate time for clear follow up plans that will ensure at least 90% implementation	
7. Model effective pacing and time management (start and ending on time, quick pace, tightly managed transitions, etc.)	
8. Provide participants with tools that will improve their practice (such as cheat sheets that enables stronger peer-peer feedback	
9. Lead small/groups of participants to reach the right conclusions mostly on their own and encourages reflection time for capturing big takeaways and action steps.	
10. Receive follow up with observations/feedback focused on the learned technique or skill, additional practice rounds for those who struggle to implement, follow up sessions to deepen understanding of content	

Leading Staff Culture <i>To what extent does your team</i>	
1. Clearly define mission that is measurable, time bound, and ambitious, such that some people may not see it as possible (i.e. increasing the likelihood that mission aligned individuals will join the team and those that are not will self-select out).	1. We haven't started t
2. Articulate a set of core values that name specific actions that spell out what the values look like in practice	2. Started but inconsist
3. Make expectations clear with clear job descriptions, "who to go to for what" documents, and transparently identify opportunities for growth and criteria for consideration for advancement	3. Proficient Implemen
4. Set measurable goals for school culture (using rubrics, staff survey/retention data, etc.)	4. Exemplary Implemer

5. Regularly assess the quality of staff culture by identifying trends in staff survey data, conducting listening tours, and seeking to understand the motivations of baffling teachers	
6. Demonstrate staff culture leadership presence (e.g. tracking positive staff interactions, having quick meetings with staff they do not immediately coach, talking with all staff members at social functions, being present in work spaces, and identifying bellwether staff to seek input on staff culture issues)	
7. Intentionally plan staff culture events by calendaring them at the start of the school year, ID the value/mission element the event supports, assigning owners so that staff culture is shared responsibility)	
8. Close the gap to realign the school to the staff culture vision by developing action steps to respond to poor culture, communicating actions that reflect staff feedback and common norms	
9. Inspire their staff by having a compelling story about why you do this work, referring to the why during PD, and by using regular communication (e.g. weekly emails) to remind everyone of the school's mission.	
10. Actively lead effective difficult conversations with staff members by remaining emotionally constant, communicating empathy in appropriate moments, and using difficult conversations to re-inspire using the mission.	

Strategic Planning <i>To what extent does your team have:</i>		1. We haven't started this 2. Started but inconsistent 3. Proficient Implementation 4. Exemplary Implementation
1. A clear set of data-driven, student outcome goals that are specific, measurable, attainable, results-oriented, and time bound (e.g. <i>By EOY 2017, 8th grade mathematics proficiency rates will increase from 33% to 50%.</i>)		
2. A clear set of data driven, implementation goals that align to the "super levers" of Data Driven Instruction, Student Culture, and Observation and Feedback (e.g. move from a 35 to a 75 on the DDI implementation rubric, move from a 2 to a 3 on the school culture rubric, average 12 observation/feedback meetings weekly)		

3. A user-friendly dashboard that provides leaders with formative data in the following domains: DDI (student outcomes and DDI Rubric Scores), Student culture (school culture rubric scores, behavioral/attendance data), and Observation/Feedback (quantity/quality of OF)	
4. A comprehensive set of laser focused drivers (actions, tools, trainings, schedules, resources) that align to the levers and contain only items that most effectively and efficiently get to the goal. Drivers should include activities necessary to plan, roll out, execute, monitor, and follow-up implementation of the levers.	
5. A meeting schedule to that identifies the core team assignments (team objectives/purpose, leadership, membership) and meeting frequency, location, and resources necessary (standing agenda items/templates, protocols, etc.).	
6. An annual calendar/schedule that maps out when the following DDI activities will take place: <ul style="list-style-type: none"> a. State assessments b. Major curriculum review/alignment milestones c. IA planning, administration, analysis, action planning and reteach d. All DDI PD for instructional leaders and teachers (including opening PD in DDI, ongoing targeted PD to address needs that arise from the assessment analysis (content specific, improved analysis, video review) e. Where/When/Who will attend regular weekly data meetings 	
7. An annual calendar/schedule that maps out when the following Student Culture activities will take place: <ul style="list-style-type: none"> a. Dates when initial culture PD will take place to roll out schoolwide routines and procedures b. Dates when positive school culture events/community meetings will take place c. Dates when culture will be assessed, using a school culture rubric d. Dates when culture reset may take place in highest priority areas 	
8. An annual calendar/schedule that maps out when the following Obs/Feedback activities will take place: <ul style="list-style-type: none"> a. Ideal weekly schedule that spells out when observation and face to face feedback will occur b. Dates when monthly step back OF tracker review will take place to determine trends across classrooms to inform PD 	
9. An annual calendar that maps out all PD objectives (driven by data/need), key presenters, and pre-work necessary, prioritized to target highest leverage needs for the school, as evidenced in DDI, Culture, OF data. PD calendar should detail August PD, first month PD, and ongoing PD	
10. Weekly schedules that proactively block off time for leaders to accomplish the following: <ul style="list-style-type: none"> a. DDI (looking at student work, monitoring WDM/IA analysis meetings), b. Student Culture (leading/monitoring student culture routines and procedures) and c. OF (observing and providing feedback to ILs/faculty). 	

I. Identify Trends

Transfer the score from the above assessment to the table below. Identify the key trends that you notice about your team's implementation of Leverage Leadership core practices.

Core Action	Data Driven Instruction	Student Culture	Observation / Feedback	Leading Adult PD	Leading Staff Culture	Strategic Planning
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Total	____/10	____/10	____/10	____/10	____/10	____/10

1. We haven't started this yet
2. Started but inconsistent
3. Proficient Implementation
4. Exemplary Implementation

II. Reflect on the two following questions:

- a. Given the achievement goals that you have for your school and the timeline on which you aim to achieve them, what do your results tell you about what you and your leaders need

- b. What are the two most important actions that you could take in coming weeks to move you towards this goal?

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

Operations Manager

Role Description:

The Operations Manager is the business operations leader for a school, managing all non-instructional functions, services, and staff so that the instructional team can focus on teaching and student achievement. The Ops Manager ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the mission of Revolution Public Schools.

Responsibilities:

- Directly and indirectly manages office manager, receptionist, SIS coordinator, registrar, nutrition manager, transportation, financial manager, facilities and maintenance, among others.
- Ensures all Auxiliary support services provide best-in-class customer service while achieving operational efficiency and financial targets
- Develop and implement school-wide non-instructional systems and procedures that ensure operational excellence within the school. Systems include but are not limited to: Transportation, Safety, Nutrition, procurement, recruiting, ADA, compliance tracking, and budget management.
- Capture and organize key school data with reliability for the creation and completion of various compliance reports (attendance, enrollment, staffing, etc).
- Manage and successfully complete all necessary compliance reporting to the Local, State, Federal Government, and stakeholders.
- Ensure that all fire, life, and safety regulations and procedures are implemented ensuring the well being of all stakeholders.
- Support the Coordinator of Family and Community Partnerships to conduct the school's recruitment and enrollment process with integrity and uniformity.
- Update and maintain accurate student records and student data in the student information system.
- Manage the daily execution of the school's nutrition program.
- Ensure that the transportation needs of scholars are met.
- Oversee all janitorial staff to ensure that the facility is well maintained and continues to be a source of pride in the community.
- Manage school's inventory process.
- Support the development, management, and maintenance of the procurement lifecycle, including but not limited to: vendor selection, account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment.
- With district support, maintain the school's financial management system.
- Support the Principal in the development and management of the annual budget to ensure that school meets its financial goals.

- Oversee management and distribution of IT assets, assisting staff with IT issues.
- With district support, serve as human resource administrator as it relates to employee information and benefits.
- Maintain all employee files; update required HR paperwork and data systems.
- Oversee payroll administration.
- Recruit, hire, lead and manage the larger school operations team. Staff could include: office manager, office assistants, non-instructional aides, janitorial and maintenance staff, transportation staff, nutrition team and IT team, .
- Meet with the school leadership team regularly to discuss goals, progress towards goals, trends and challenges, areas for growth, and action plans.
- Create a culture of service and support developing team members to excel in their roles and ensuring the school maintains operational excellence.
- Communicate respectfully and thoughtfully with parents/guardians remaining sensitive to different families' cultures, values and needs.
- Work with the school leadership team to implement the school's mission.
- Ensure staff members understand the procedures and have the resources to operate effectively.

Qualifications:

- Education: Bachelor's degree required
- Minimum of 2 years of professional experience required, with 4 years preferred;
- Prior school or education reform experience preferred;
- Experience with payroll and accounting systems required;
- Managerial experience preferred

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to lead multiple teams to observable and quantifiable success
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using data to guide decisions.
- Strong knowledge of law, regulations and statutes as it relates to education, finance, etc.
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

Office Manager

Role Description:

The Office Manager plays a central role in ensuring an orderly, responsive, and open school. In addition to maintaining the school's administrative systems and routines, the Office Manager functions as the primary contact person for all of the school's constituents. In this role, the Office Manager must be able to communicate effectively with students, staff, families, trustees, donors, and visitors.

Responsibilities:

- Oversee the welcome, greeting, and documentation of all guests(ensuring that students only leave with authorized parents/guardians, monitoring and controlling access to the school, etc.)
- Manage phones and school communications (answering calls, redirecting calls, taking messages, placing calls, creating school announcements, etc.)
- Maintain positive, cooperative, and mutually supportive relationships with direct reports, administration, instructional staff, students, parents, and representatives of resource agencies within the community
- Manage mail (distributing received mail, preparing school mailings, making mail drops, ensuring that mailings are sent in a timely fashion, etc.)
- Receive and process school wide orders, and ensures delivery to proper staff member
- Organize and files correspondence
- Copy and distribute school wide memos
- Help to plan and manage logistics for school events and activities (making photocopies, setting up for special events, making phone calls to confirm attendance, etc.)
- Help to organize staff meetings, staff retreats, and annual evaluations
- Maintain school calendar of events
- Assist the Operations Manager with facilities management
- Oversee office support duties
- Assist families with any dress code issues
- Maintain office equipment and furnishings
- Receive, inventory, store, and issue supplies for the school office
- Distributes supplies to staff, as needed
- Prepare and maintain the inventories of all furnishings, equipment, and materials and submit requisitions for replacement as needed
- Manage active inventory of office/school supply levels, classroom inventories, and submit requisitions to replenish as needed
- Oversight of Daily Attendance and the database
- Manage staff bad weather day communication chain notification
- Manage the enrollment and registration process
- Ensures students' academic records are filed and current
- Maintains staff and student files
- Maintain and utilize school database to update demographics, and grade entry
- Oversee processing student enrollment applications and registration paperwork

Qualifications:

- Associate's Degree Required, Bachelor's degree preferred
- Preference will be given to applicants with three years' experience or more in an office environment with similar tasks, and previous experience in working in an urban school environment, preferred
- Communicates well with others and demonstrates strong interpersonal skills with students, parents, colleagues and community members
- Patience, along with a strong and cordial orientation toward all staff, students and community members
- Ability to establish and maintain a professional/effective working relationship with staff, administrators, parents, students and other community members
- Excellent work attitude and ability to take ownership/responsibility for project completion; as well as ability to provide initiative in reaching organizational goals
- Ability to plan, prioritize, and organize work of self and others, especially for on-going tasks
- Skilled in modern office methods and practices, including filing systems, databases and word processing and data management software (MS Excel), letter writing, proofreading and standard office equipment operation
- Demonstrates strong organizational skills
- Plan, organize, and execute using independent judgment
- Ability to maintain strict confidentiality in all aspects of assignments
- Ability to work well in a team atmosphere
- A willingness to do whatever it takes to ensure the school's success
- Maturity, humility, strong work ethic, and a roll-up-my-sleeves mentality
- Openness to feedback and willingness to take personal responsibility
- Flexibility under pressure

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to lead multiple teams to observable and quantifiable success
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using data to guide decisions.
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

IT Manager

Role Description:

The Information Technology Manager serves as the network engineer with skills to manage all aspects of the campus network, including network equipment, servers, backup, ghosting, and security. The District Information Technology Manager oversees and manages the use of technology throughout the campus, including database management, system documentation, hardware and software management. They will work with the building principals and technology integrators to help create a vision of technology use and integration that assures technology supports the educational needs of students and teachers. Manages the campus's technology plan, and approaches all technology needs holistically within an educational environment.

Responsibilities:

- Plan, procure, and distribute end-user hardware, software, and online systems which support the campus's instructional, administrative and operational goals;
- Assure technology/network tasks are appropriately prioritized and scheduled to minimize conflict with the instructional day and the school calendar;
- Assist in and be extensively involved in all short-term and long-term planning including scheduling, budgeting, and cost/benefit analysis;
- Provide guidance and recommendations in the purchase of technology equipment and programs;
- Lead in the development, implementation, and evaluation of the campus's technology plan;
- Work with the Technology Integrators in the evaluation and selection of instructional software and web-based applications;
- Work with the school principals and Technology Integrators to develop and recommend the schools' and district's technology budget;
- Develop plans for replacement, maintenance, and ongoing support of all hardware and software;
- Manage and oversee the campus's student information system;
- Provide district-wide technical support of computer systems, networks, and related equipment;
- Collaborate with local partners, including businesses, for assistance and review;
- Coordinate, document, and oversee campus servers;
- Coordinate, document, and oversee all security needs including enterprise anti-virus and SPAM
- Coordinate, document, and oversee all local and network IP routing strategies;
- Coordinate, document, and oversee all backup execution and protocols;
- Coordinate, document, and oversee all remote access and campus connectivity including fiber network and VPN;
- Coordinate, document, and oversee workstation ghosting, testing, and specification setting;
- Advise the school principals on staff development activities that promote effective use of available instructional/administrative technology resources;
- Serve as project manager for select campus technology initiatives;
- Adhere to best practice in the development of policy, procedures and applications of technology on the campus;
- Work with the principals to seek and receive state and competitive technology grants for the campus;

- Assist in reviewing computer hardware and software needs for the campus's instructional and administrative programs;
- Maintain an inventory of technology hardware and software;
- Document and maintain a procedural manual of administrative procedures applied to software;
- Evaluate all communication systems for cost effective strategies and compliance with all 9-1-1 regulations, including mass calling communication tools for campus;
- Evaluate all backup and operating processes for district guidelines on retention and recovery;
- Develop and maintain a disaster recovery plan in accordance with district policy and acceptable downtime.
- Complies with all policies and procedures established by the school board and school administration.
- Performs other duties as assigned by the supervisor and/or school administration.

Qualifications:

- Education: Minimum of bachelor's degree in computer science, instructional technology or business
- Experience: three years of information technology management experience
- Prior experience in technology and school district experience preferred
- Ability to abide by and enforce school policies, administrative rules, regulations and directives
- Strong written and verbal communication skills necessary; ability to address the school community and public
- Strong organizational skills and ability to develop team performance
- Demonstrated ethical behavior
- Holds and communicates a clear vision for success
- Ability to establish and maintain effective relationships with students, administrators, other support staff, teachers, and the general public
- Ability to keep accurate records and reports
- Evidence of continual professional growth
- Ability to maintain strict confidentiality
- Physical condition commensurate with the demands of the position
- Familiar with appropriate data management software
- Ability to work with colleagues and staff to write and receive State and competitive grants as related to technology

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback
- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to lead multiple teams to observable and quantifiable success
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment

- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using data to guide decisions.
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

PEIMS Coordinator

Role Description:

Coordinate the collection and reporting of district Public Education Information Management System (PEIMS) data.

Responsibilities:

- Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to PEIMS Data Standards.
- Work cooperatively with campus, business office, and human resources staff to collect, organize, and format data required for submission of district PEIMS data in a timely manner.
- Run edits, reports, and verification checks on data to ensure accuracy of information.
- Distribute edits and reports to appropriate staff for analysis, verification, and correction.
- Submit complete and accurate PEIMS data in Texas Education Agency (TEA) prescribed format to the education service center (ESC) for processing using a computer terminal or personal computer.
- Verify data submitted to TEA and submit corrections in a timely manner.
- Maintain student management system parameters for the District.
- Provide training and support to campuses and to business and human resources staff responsible for processing PEIMS data.
- Provide onsite support for new personnel.
- Receive PEIMS-related information from ESC and TEA, and disseminate to other staff in a timely manner, including updates to PEIMS Data Standards.
- Attend all regional PEIMS workshops and disseminate information to appropriate staff as assigned by the PEIMS coordinator.
- Comply with policies established by federal and state law, State board of Education rule, and local Board policy.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required.
- Perform any and all duties as assigned.

Qualifications:

- Education: • High School diploma or GED
- Strong organizational, communication, and interpersonal skills
- Proficient keyboarding and file maintenance skills
- Ability to use personal computer and software to develop databases and do word processing
- Ability to communicate effectively (verbal and written)

Revolution Public Schools also considers the following characteristics in the hiring process:

- Believes in and is aligned to our mission and vision
- Seeks and responds well to feedback

- Displays the highest level of conduct, professionalism and behavior as models for staff and students.
- Ability to lead multiple teams to observable and quantifiable success
- Strong organizational, communication, and interpersonal skills
- Ability to adjust and adapt to a multitude of situations in the school environment
- Proven ability to work cooperatively and effectively with colleagues, including the ability to create and nurture a professional community of adult learners.
- Proven ability in using data to guide decisions.
- Models continual improvement, demonstrates lifelong learning, and applies new learning to help all students achieve.
- Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, describe how the teacher-student ratio was calculated in the final row of the table.

Staffing Chart						
Positions	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer	0	0	0	0	0	0
Chief Operations Officer	0	0	0	0	0	0
Other Central Office staff	0	0	0	0	0	0
Central Office Admin Assistant	0	0	0	1	1	1
Total central office FTEs	1	1	1	2	2	2
Middle School Campus Staff						
Principal	0	1	1	1	1	1
Assistant Principal	1	1	1	1	2	2
Operation Manager	1	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Office Staff	1	1	1	1.5	3	3
PEIMS Coordinator	1	1	1	1	1	1
IT Manager	0	0	0	0	1	1
IT Assistant	0	.5	.5	1	1	1
Special Pops Lead	1	1	1	1	1	1
SEL Lead	1	1	1	1	1	1
Academic Counselor	0	0	1	1	2	2
ELA Teacher	3	4	3	3	4	4
Math Teacher	3	3	3	3	4	4
Science Teacher	3	3	3	3	4	4
Social Studies Teacher	3	3	3	3	4	4

Co-Teachers	7	10	9	9	10	10
Nurse	.5	.5	1	1	1	1
Community Coordinator	.5	.5	.5	.5	.5	.5
Social Worker	0	.5	.5	1	1.5	2
Teacher, ESL/Bilingual	1	1	1	1	1	1
Teacher, Special Education	1	1	1	1	1	1
Maintenance	2	2.5	2.5	3	4	4
Admin Assistant	0	0	0	0	1	1
Total middle school FTEs	30.5	37.5	37	39	51	51.5
High School Campus Staff						
Assistant Principal	0	0	0	1	1	2
ELA Teacher	0	0	1	2	3	4
Math Teacher	0	0	1	2	3	4
Science Teacher	0	0	1	2	3	4
History Teacher	0	0	1	2	3	4
Elective Teacher	0	0	1	2	4	7
Co-Teacher	0	0	3	5	11	15
Academic Counselor	0	0	0	1	2	2
Social Worker	0	0	0	1	1.5	2
SEL Lead	0	0	0	0	1	1
Community Coordinator	0	0	0	0	.5	1
Special Pops Lead	0	0	0	0	0	1
Total high school FTEs	0	0	8	18	33	47
Total charter school staff	31.5	38.5	46	59	86	100.5
Teacher-student ratio*	1:13	1:10	1:13	1:11	1:13	1:13

*Teacher-student ratios were calculated by using the total in class teaching staff in relation with the total student population for the year designated. For Example, Year 1 we will have 21 total teacher and 225 students at full enrollment which gives a ratio at approximately 1:13 student to teacher.

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#), complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

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

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$50,000 - \$69,00
Lackland ISD	015913	San Antonio	1,072	\$50,000 - \$73,000
Randolph Field ISD	015906	San Antonio	1,467	\$48,000 - \$71,000

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$61,780
Lackland ISD	015913	San Antonio	1,072	\$60,172
Randolph Field ISD	015906	San Antonio	1,467	\$56,985

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: Assistant 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. Focus on campus mission, vision and core values to build consistent culture
2. Hold high expectations for self and others to achieve and surpass intended goals
3. Lead instructional staff to achieve measurable growth and ambitious goals
4. Lead instructional staff to improve their instructional and pedagogical skills through daily observations, real time coaching, data conversations, and effective evaluations
5. Supervise the implementation of TEKS based curricula infused with Culturally and Historically Responsive Literacy and assessments
6. Review lesson plans and provide feedback
7. Proactively seek out professional development to improve and consistently grow as a leader
8. Build relationships with and communicate students' progress with student and family
9. Help shape and develop a school wide culture that fosters a productive and enthusiastic learning environment for all staff and students
10. Participate in weekly manager check-ins, grade-level meetings, before and after-school duties, and school wide meetings and functions

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$51,969
Lackland ISD	015913	San Antonio	1,072	\$26,336
Randolph Field ISD	015906	San Antonio	1,467	\$50,260

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: Business Manager

Reports to: Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Supervise, maintain, and perform all financial business including expenditures, bills, budgeting, investments, accounts payable, insurance, sale of property and site acquisition, and transportation..
2. Accurately manages Federal Grants (revenue & expenditures) and meets legal timelines.
3. Acts as the custodian of all documents, records, and reports of the campus and supervises the preparation of various reports as required by law.
4. Compiles data for and prepares various reports as directed.
5. Efficiently performs the necessary clerical duties required by the position including but not limited to word processing, filing, preparing correspondence and various agendas, and operates a variety of office machines to include computers.
6. Works with and assists district employees with various requests regarding their employment.
7. Acts as custodian for all monies belonging to the campus and maintains maximum financial control to assure that all transactions processed by the campus are in compliance with district policies and State and Federal laws.
8. Maintains a system of internal control for all funds and fund account codes.
9. Monitors purchase orders.
10. Is responsible for correspondence relating to campus activities.

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$155,000
Lackland ISD	015913	San Antonio	1,072	\$174,014
Randolph Field ISD	015906	San Antonio	1,467	\$170,897

Name of Proposed Charter School:	S.H. James Preparatory Academy
Name of Sponsoring Entity:	Revolution Public Schools
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. Assuming administrative responsibility and leadership for the planning, organization, operation, supervision, and evaluation of the education programs, services, and facilities of a district and for the annual performance appraisal of the district's staff.
2. Assuming administrative authority and responsibility for the assignment, supervision, and evaluation of all personnel of a district other than the superintendent.
3. Overseeing compliance with the standards for school facilities.
4. Managing the day-to-day operations of a district as its administrative manager, including implementing and monitoring plans, procedures, programs, and systems to achieve clearly defined and desired results in major areas of district operations.
5. Preparing and submitting to a board a proposed budget and administering the budget.
6. Preparing recommendations for policies to be adopted by a board and overseeing the implementation of adopted policies.
7. Developing or causing to be developed appropriate administrative regulations to implement policies established by a board.
8. Providing leadership for the attainment and, if necessary, improvement of student performance in a district based on the state's student achievement and quality of learning indicators and other indicators as may be adopted by the board.
9. Submitting reports as required by state or federal law, rule, or regulation, and ensuring that a copy of any report required by federal law, rule, or regulation is also delivered to TEA.
10. Providing joint leadership with a board to ensure that the responsibilities of the board and superintendent team are carried out

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$11.60 - \$16.70 hr
Lackland ISD	015913	San Antonio	1,072	\$11.50 - \$16.50 hr
Randolph Field ISD	015906	San Antonio	1,467	\$11.72 - \$14.67 hr

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$46,464 - \$64,240
Lackland ISD	015913	San Antonio	1,072	\$37,840 - \$54,384
Randolph Field ISD	015906	San Antonio	1,467	\$36,960 - \$66,843

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$46,464 - \$64,240
Lackland ISD	015913	San Antonio	1,072	\$37,840 - \$54,384
Randolph Field ISD	015906	San Antonio	1,467	\$36,960 - \$66,843

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$27,364
Lackland ISD	015913	San Antonio	1,072	\$20,647
Randolph Field ISD	015906	San Antonio	1,467	\$19,833

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: Attendance Clerk

Reports to: Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee staff education and implantation of attendance policies
2. Oversee maintenance of school attendance records and data
3. Handle attendance related referrals when procedures determine referral to an administrator
4. Contact parents of students with attendance problems
5. Facilitate students, parents and staff together as attendance issues arise
6. Maintain a professional awareness of regulations regarding child welfare and attendance by having a working knowledge of state law, Board policy, and administrative regulations
7. Work closely with teachers, school nurses, guidance counselors, and principals regarding students who are absent or tardy too frequently and who have not responded to the corrective efforts made by the building principal
8. Refer any student who appears to have exceptional problems that interfere with school attendance or adjustment to school counselors and administration
9. Make final determination of "excused" or "unexcused" absence
10. Oversee staff daily attendance submission

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$51,969
Lackland ISD	015913	San Antonio	1,072	\$26,336
Randolph Field ISD	015906	San Antonio	1,467	\$50,260

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: Parent and Community Coordinator

Reports to: SEL Lead

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Increases parent involvement in the school by working closely with all school, parent and community organizations
2. Parent and community liaison to administration for projects, events and fundraisers
3. Serves as facilitator during regular parent and community meetings and events around topics of key concerns to parents and the community
4. Recruit, cultivate, develop, and support a relationship with community members and parent leaders to manage campus project and activities
5. Build and maintain relationships with parents, teachers, administrators, students, and community members
6. Develop systems and procedures for recruiting, developing and managing community and parent partnerships
7. Help coordinate parent surveys to assess where we can provide more direct support to them, solicit critical feedback, and gauge their level of engagement
8. Routinely reach-out to prospective and new potential community partners or accepted families to keep them engaged, excited and informed about the school
9. Oversee all community service projects
10. Recruit community partners for community service projects

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$20,500 - \$29,483
Lackland ISD	015913	San Antonio	1,072	\$26,315 - \$37,903
Randolph Field ISD	015906	San Antonio	1,467	\$31,215 - \$49,617

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$66,000-\$89,000
Lackland ISD	015913	San Antonio	1,072	\$64,000-\$93,000
Randolph Field ISD	015906	San Antonio	1,467	\$63,000-\$95,000

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: Principal

Reports to: Executive Director/CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee day-to-day school operations
2. Manage school logistics and budgets
3. Set learning goals for students and teachers
4. Monitor and report on teacher performance
5. Present data from school performance to board members
6. Research new resources and techniques to improve teaching
7. Interview and hire school personnel
8. Review and implement school policies
9. Handle emergencies and school crises
10. Communicate expectations to all students, families, and other key stakeholders regularly

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$53,000 - \$68,750
Lackland ISD	015913	San Antonio	1,072	\$52,500 - \$68,250
Randolph Field ISD	015906	San Antonio	1,467	\$47,520 - \$67,050

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$11.60 - \$16.70 hr
Lackland ISD	015913	San Antonio	1,072	\$11.50 - \$16.50 hr
Randolph Field ISD	015906	San Antonio	1,467	\$11.72 - \$14.67 hr

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: SPED or ELL Co Teacher

Reports to: SPED Lead

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide direct support to students in a classroom by delivering instruction and ensuring learning through a variety of co-teaching models and strategies
2. Ensure appropriate accommodations to the curriculum, lessons and learning environment. Instruction may be provided within the regular classroom setting, resource setting, and/or small classroom setting
3. Co design engaging classroom activities and differentiated lessons Is so that all students may access the curriculum and benefit from the educational experience
4. Formally and informally assess the student learning (rather than relying solely on standardized curriculum) to create a comprehensive learning program
5. Present subject matter according to guidelines established by IEP
6. Employ a variety of instructional techniques and media to meet the needs and capabilities of each student assigned
7. Set high expectations that are suitable for the students. Assessments may be differentiated based on each individual student plan. This may require developing alternative assessments
8. Work collaboratively with Lead Teacher, teaching and grade-level teams and other staff, especially instructional support team, to plan, share student work and ensure that instruction is aligned with identified curriculum and standards
9. Build a partnership with families, encouraging their active participation in students' learning
10. Collaborate with instructional staff to plan inclusive lessons for all students

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$53,000 - \$68,750
Lackland ISD	015913	San Antonio	1,072	\$52,500 - \$68,250
Randolph Field ISD	015906	San Antonio	1,467	\$47,520 - \$67,050

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.

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

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Experience Required:

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Fort Sam Houston ISD	015914	San Antonio	1,586	\$53,000 - \$68,750
Lackland ISD	015913	San Antonio	1,072	\$52,500 - \$68,250
Randolph Field ISD	015906	San Antonio	1,467	\$47,520 - \$67,050

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

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GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Sam Houston ISD	015914	San Antonio	1,586	\$53,000-\$68,750
Lackland ISD	015913	San Antonio	1,072	\$52,500-\$68,250
Randolph Field ISD	015906	San Antonio	1,467	\$47,520-\$67,050

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.

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GENERATION 26 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:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Sam Houston ISD	015914	San Antonio	1,586	\$50,000 - \$69,000
Lackland ISD	015913	San Antonio	1,072	\$50,000 - \$73,000
Randolph Field ISD	015906	San Antonio	1,467	\$48,000 - \$71,000

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.

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GENERATION 26 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:

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Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Fort Sam Houston ISD	015914	San Antonio	1,586	\$46,464 - \$64,240
Lackland ISD	015913	San Antonio	1,072	\$37,840 - \$54,384
Randolph Field ISD	015906	San Antonio	1,467	\$36,960 - \$66,843

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$19.64- 28.29
Lackland ISD	015913	San Antonio	1,072	\$18.26- 26.28
Randolph Field ISD	015906	San Antonio	1,467	\$18.30- 26.94

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: IT Manager

Reports to: Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, procure, and distribute end-user hardware, software, and online systems which support the campus's instructional, administrative and operational goals
2. Assure technology/network tasks are appropriately prioritized and scheduled to minimize conflict with the instructional day and the school calendar
3. Assist in and be extensively involved in all short-term and long-term planning including scheduling, budgeting, and cost/benefit analysis
4. Provide guidance and recommendations in the purchase of technology equipment and programs
5. Lead in the development, implementation, and evaluation of the campus's technology plan
6. Work with the Technology Integrators in the evaluation and selection of instructional software and web-based applications
7. Work with the school principals and Technology Integrators to develop and recommend the schools' and district's technology budget
8. Develop plans for replacement, maintenance, and ongoing support of all hardware and software
9. Manage and oversee the campus's student information system
10. Provide district-wide technical support of computer systems, networks, and related equipment

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$19.64- 28.29
Lackland ISD	015913	San Antonio	1,072	\$18.26- 26.28
Randolph Field ISD	015906	San Antonio	1,467	\$18.30- 26.94

Name of Proposed Charter School: S.H. James Preparatory Academy

Name of Sponsoring Entity: Revolution Public Schools

Position Title: IT Assistant

Reports to: Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. In conjunction with IT Manager, Plan, procure, and distribute end-user hardware, software, and online systems which support the campus's instructional, administrative and operational goals
2. Assure technology/network tasks are appropriately prioritized and scheduled to minimize conflict with the instructional day and the school calendar
3. Assist in and be extensively involved in all short-term and long-term planning including scheduling, budgeting, and cost/benefit analysis
4. Provide guidance and recommendations in the purchase of technology equipment and programs
5. Assist in the development, implementation, and evaluation of the campus's technology plan
6. Work with the Technology Integrators in the evaluation and selection of instructional software and web-based applications
7. Work with the school IT Manager, principals and Technology Integrators to develop and recommend the schools' and district's technology budget
8. Develop plans for replacement, maintenance, and ongoing support of all hardware and software
9. Assists in managing and oversee the campus's student information system
10. Provide district-wide technical support of computer systems, networks, and related equipment

GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$11.91- 21.76
Lackland ISD	015913	San Antonio	1,072	\$10.25- 19.08
Randolph Field ISD	015906	San Antonio	1,467	\$11.35- 20.87

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.

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GENERATION 26 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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$10.50 - \$14.81
Lackland ISD	015913	San Antonio	1,072	\$10.25 - \$14.76
Randolph Field ISD	015906	San Antonio	1,467	\$10.25 - \$14.55

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.

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GENERATION 26 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.

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 online 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
Fort Sam Houston ISD	015914	San Antonio	1,586	\$53,000
Lackland ISD	015913	San Antonio	1,072	\$51,582
Randolph Field ISD	015906	San Antonio	1,467	\$53,000

Name of Proposed Charter School:	S.H. James Preparatory Academy
Name of Sponsoring Entity:	Revolution Public Schools
Position Title:	Nurse
Reports to:	Operations Manager

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Promotes and protects the optimal health status of students
2. Provide health assessments
3. Screens and evaluates findings of deficit in vision, hearing, growth, etc.
4. Develops and implements a student health plan
5. Interprets the health status of students to parents and school personnel.
6. Initiates referral to parents, school personnel or community health resources for intervention, remediation and follow through.
7. Utilizes existing health resources to provide appropriate care of students
8. Plans and implements school health management protocols
9. Participates in home visits when indicated to assess the family needs as related to the child's health.
10. Develops procedures and provides for emergency nursing management for injuries/illnesses

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. DO NOT attach.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p>PHASE 1:</p> <p>PRE-TEACHING (SUMMER PD)</p>	<p>DEVELOP ESSENTIAL ROUTINES & PROCEDURES</p> <p>1. Routines & Procedures 101: Design and Roll out</p> <ul style="list-style-type: none"> Plan & practice critical routines and procedures moment-by-moment: <ul style="list-style-type: none"> Explain what each routine means and what it will look like Write out what teacher and students do at each step, and what will happen with students who don't follow the routine Plan & practice the roll out: how to introduce routine for the first time: <ul style="list-style-type: none"> Plan the "I Do": how you will model the routine Plan what you will do when students don't get it right <p>2. Strong Voice: Stand and speak with purpose</p> <ul style="list-style-type: none"> Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose Formal Register: when giving instructions, use formal register, including tone and word choice <p><i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i></p> <ul style="list-style-type: none"> <i>Least invasive intervention</i> <i>Narrate the Positive</i> <i>Create a Challenge/Build Momentum</i> <i>Teacher Radar: know when students are off-task</i> <i>Do It Again: practice routines to perfection--have students do it again if it is not done correctly (and know when to stop Do It Again)</i> 	<p>WRITE AND INTERNALIZE LESSON PLANS</p> <p>1. Develop Effective Lesson Plans 101: Build the foundation of an effective lesson rooted in what students need to learn</p> <ul style="list-style-type: none"> Write precise learning objectives that are <ul style="list-style-type: none"> Data-driven (rooted in what students need to learn based on end-goal assessments & analysis of assessment results) Curriculum plan-driven Able to be accomplished in one lesson Deliver a basic "I Do" as a core part of the lesson Design an exit ticket (brief final mini-assessment) aligned to the objective <p>2. Internalize Existing Lesson Plans: Make existing plans your own</p> <ul style="list-style-type: none"> Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions Build time stamps into the lesson plan and follow them

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p>PHASE 2 (DAYS 1-30)</p>	<p>ROLL OUT & MONITOR ROUTINES</p> <p>3. What to Do:</p> <ul style="list-style-type: none"> Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. <p>4. Routines & Procedures 201: Revise and perfect them</p> <ul style="list-style-type: none"> Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment Do It Again: have students do the routine again if not done correctly the first time Cut it Short: know when to stop the Do It Again <p>5. Teacher Radar: Know when students are off task</p> <ul style="list-style-type: none"> Deliberately scan the room for on-task behavior: <ul style="list-style-type: none"> Choose 3-4 “hot spots” (places where you have students who often get off task) to scan constantly “Be Seen Looking”: crane your neck to appear to be seeing all corners of the room Circulate the room with purpose (break the plane): <ul style="list-style-type: none"> Move among the desks and around the perimeter Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work Move away from the student who's speaking to monitor the whole room <p>6. Whole-Class Reset</p> <ul style="list-style-type: none"> Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes Implement an “in-the-moment reset” when a class veers off task during the class period <ul style="list-style-type: none"> Example: Stop teaching. Square up. Give a clear What to Do: “Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that’s what Harvard looks like.” Pick up tone & energy again. 	<p>INDEPENDENT PRACTICE</p> <p>3. Write the Exemplar: Set the bar for excellence</p> <ul style="list-style-type: none"> Script out the ideal written responses you want students to produce during independent practice Align independent practice to the rigor of the upcoming interim assessment <p>4. Independent Practice: Set up daily routines that build opportunities for students to practice independently</p> <ul style="list-style-type: none"> Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers’ contributions Implement a daily entry prompt (Do Now) to either introduce the day’s objective or review material from the previous day Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept <p>5. Monitor Aggressively: Check students’ independent work to determine whether they’re learning what you’re teaching</p> <ul style="list-style-type: none"> Create & implement a monitoring pathway: <ul style="list-style-type: none"> Create a seating chart to monitor students most effectively Monitor the fastest writers first, then the students who need more support Monitor the quality of student work: <ul style="list-style-type: none"> Check answers against your exemplar Track correct and incorrect answers to class questions Pen in hand: Mark up student work as you circulate <ul style="list-style-type: none"> Use a coding system to affirm correct answers Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you’ll follow up)

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p>PHASE 3 (DAYS 31-60)</p>	<p>ENGAGE EVERY STUDENT</p> <p>7. Build the Momentum</p> <ul style="list-style-type: none"> Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> Example: “Now I know you’re only 4th graders, but I have a 5th grade problem that I bet you could master!” Speak faster, walk faster, vary your voice, & smile (Sparkle) <p>8. Pacing: Create the illusion of speed so that students feel constantly engaged</p> <ul style="list-style-type: none"> Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it’s time to move on Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction Use countdowns to work the clock (“do that in 5..4..3..2..1”) Use Call and Response for key words <p>9. Engage All Students: Make sure all students participate:</p> <ul style="list-style-type: none"> Make sure to call on all students Cold call students Implement brief (15-30 second) Turn & Talks Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks <p>10. Narrate the Positive</p> <ul style="list-style-type: none"> Narrate what students do well, not what they do wrong <ul style="list-style-type: none"> “I like how Javon has gotten straight to work on his writing assignment.” “The second row is ready to go: their pencils are in the well and their eyes are on me.” While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task Use language that reinforces students getting smarter: <ul style="list-style-type: none"> Praise answers that are above and beyond or strong effort <p>11. Individual Student Corrections</p> <ul style="list-style-type: none"> Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: <ul style="list-style-type: none"> Proximity Eye contact Use a non-verbal Say student’s name quickly Small consequence 	<p>RESPOND TO STUDENT LEARNING NEEDS</p> <p>6. Habits of Evidence</p> <ul style="list-style-type: none"> Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc. Teach and prompt students to cite key evidence in their responses <p>7. Check for Whole-Group Understanding: Gather evidence on whole group learning:</p> <ul style="list-style-type: none"> Poll the room to determine how students are answering a certain question. <ul style="list-style-type: none"> “How many chose letter A? B? C? D?” [Students answer the question on whiteboard: “Hold up your whiteboards on the count of three...” Target the error: focus class discussion on the questions where students most struggle to answer correctly <p>8. Re-teaching 101--Model: Model for the students how to think/solve/write</p> <ul style="list-style-type: none"> Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: <ul style="list-style-type: none"> “What did I do in my model?” “What are the key things to remember when you are doing the same in your own work?” Model the thinking, not just a procedure <ul style="list-style-type: none"> Narrow the focus to the thinking students are struggling with Model replicable thinking steps that students can follow Model how to activate one’s own content knowledge and skills that have been learned in previous lessons Vary the think-aloud in tone and cadence from the normal “teacher” voice to highlight the thinking skills. We Do and You Do: give students opportunities to practice with your guidance

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p>PHASE 4 (DAYS 61-90)</p>	<p>SET ROUTINES FOR DISCOURSE</p> <p>12. Engaged Small Group Work: Maximize the learning for every student during group work:</p> <ul style="list-style-type: none"> • Deliver explicit step-by-step instructions for group work: <ul style="list-style-type: none"> ○ Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.) ○ Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand). ○ Give timed instructions, with benchmarks for where the group should be after each time window • Monitor the visual evidence of group progress <ul style="list-style-type: none"> ○ Check in on each group every 5-10 minutes to monitor progress • Verbally enforce individual & group accountability: <ul style="list-style-type: none"> ○ “You are five minutes behind; get on track.” ○ “Brandon: focus.” 	<p>LEAD STUDENT DISCOURSE 101</p> <p>9. Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution</p> <ul style="list-style-type: none"> • Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect • Stamp the understanding: <ul style="list-style-type: none"> ○ “What are the keys to remember when solving problems like these?” or “Can someone give me a rule?” (Students use their own words) • Give them At-bats: give students opportunities to practice with your guidance <p>10. Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point:</p> <ul style="list-style-type: none"> • Provide wait time after posing challenging questions • Pre-call: let a student who needs more time know you’re calling him/her next • Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) • Ask universal prompts to push the student to elaborate: <ul style="list-style-type: none"> ○ “Tell me more.” ○ “What makes you think that?” ○ “How do you know?” ○ “Why is that important?” • Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers <p>11. Habits of Discussion: Teach and model for students the habits that strengthen class conversation:</p> <ul style="list-style-type: none"> • Keep neutral/manage your tell: don’t reveal the right/wrong answer through your reaction to the student response. • Agree/Build off of: “I agree with ____ and I’d like to add....” • Disagree respectfully: “While I agree with [this part of your argument], I disagree with _____. I would argue....”

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
<p>STRETCH IT (NEXT STEPS)</p>	<p>None!</p> <p>Once you get this far, you can focus entirely on rigor and deepening your content knowledge.</p>	<p>LEAD STUDENT DISCOURSE 201</p> <p>12. Strategic Prompts: Ask strategic questions to targeted students in response to student error</p> <ul style="list-style-type: none"> Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> Point students to resources (notes, posted concepts and content) “What do we know about ___ [content learned in previous classes]?” Use a prompting guide (e.g., <i>Great Habits</i>, <i>Great Readers</i> Guided Reading Prompting Guide) to design questions Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> Call on lower and middle-achieving students to unpack question If they struggle, try a higher achieving student If they are easily unpacking, try a lower achieving student Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.) Students prompting students: push students to use habits of discussion to critique or push one another’s answers <ul style="list-style-type: none"> Probe deeper: “[Peer], have you considered this point....?” <p>13. Go Conceptual: Get students to do the conceptual thinking</p> <ul style="list-style-type: none"> Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> “That’s the procedure. Now tell me why that works.” “Can you generalize the idea to apply to all problems like this one?” “Use the following terms [terms learned in previous classes] in restating your answer.” Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> “That’s the right idea generally. Now state it again using proper mathematical/historical/scientific language.” “Correct. Now state it again using your Academic Word Wall as a resource.” Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> “What would the answer be if I changed it to [change the problem to something more complex]?” “Is there an alternative way to solve this problem/do this task?” “What do you think is the strongest counter-argument to yours and how would you refute it?”

Staff Culture Camp Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Welcome	Welcome	Welcome	Welcome	Welcome
Session 1- 90 minutes	Who am I?- Understanding Identity and your truth	Session Intro- Privilege Walk: Intro to Courageous Conversations About Race	The Importance of Service	The History of Education Equity Part 1- US	Dispelling the Myths of Mental Health
Session 2- 90 minutes	Where I'm From?- How Does Context Frame our Perspective?	The Essentials of Racial Equity Leadership	What is Design Thinking? Nuvu Session 1	The History of Education Equity Part 2- Texas/San Antonio	Redefining SEL in our Schools
Session 3- 2 hours	Team Lunch and Work Time- Grade Level Teams- Who are We? Session 5 PreWork	30 minute lunch break The Foundation of Racial Equity Leadership	Team Lunch and Work Time- Content Team Design Thinking/Community Service Brainstorming Session	Whole Group Lunch- Community History Presentation - Local Guest Presenter	Whole Group Lunch- Guest Speaker- Youth Mental Health Specialist
Session 4- 90 minutes	How does my past shape my present?- The Lens as a Paradigm	The Key to Racial Equity Leadership	Flex Friday Model Session 1- Workshoping	The Achievement Data Equity Issue	Restorative Practices/PBIS

	exercise				
Session 5-90 minutes	Who Are We?- Grade Level Team Activity- Create Grade Team Culture Norms, Accountability Measures, Core Value Focuses and Practices, Celebrations , etc.	Grade Level Team Work Time- Capacity and Development Planning, Vision Crafting, Equity based Practices, Accountability Measures crafted.	Flex Friday Model Session 2- Research, Planning and Piloting	Understanding our Students Needs	Self-Care as a practice
Team Activity/ Outing	Bowling	Youth Poetry Performance (Fresh Ink, Austin Youth Slam or DFW LTAB)	Mandatory - Pilot Presentation Fair and Award Ceremony	Dinner On Us-	Yoga, Messages, Meditation, Nap Pods

The Second Week of PD will focus more closely on instructional, operational practices, systems, procedures, schedules, parent engagement, evaluations, professional norms, etc. Below you will find a sample of the week 2 PD schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Welcome	Welcome	Welcome	Welcome	Welcome
Session 1-90 minutes	Campus Vision and Goals	Culturally and Historically Responsive Literacy	SEL Introduction and Training	Coaching and Evaluation	First Day of School Walkthrough Whole

		Training Part 1			Campus
Session 2- 90 minutes	Creating A Culture of Success	Culturally and Historically Responsive Literacy Training Part 2	Special Populations Training Part 1	Attendance and Gradebook	First Day of School Walkthrough Grade Level Teams
Session 3- 2 hours	Team Working Lunch- Grade Level Team- What does Success Look Like on your Grade Level?	Team Working Lunch- Content Teams- Curriculum Planning Time	30 minute lunch- Special Populations Training Part 2	1 hour independent lunch Operations 101	Whole Group Lunch- Professional Norms
Session 4- 90 minutes	Creating a Culture of Joy for Achievement	Culturally and Historically Responsive Literacy Training Part 3	Data Tracking and Systems	Operations 201	Work Time
Session 5- 90 minutes	Systems, Structures, Incentives and Events	Grade Level Team Work Time- Cross Content Planning	Schedules, Planning, PD	Parent Engagement Open House Prep	Work Time
Session 6- 60 minutes	Work Time	Work Time	Work Time	Open House (2 hours)	Work Time

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.



Aug 2022						
S	M	T	W	T	F	S
	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			

Sep 2022						
S	M	T	W	T	F	S
				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	

Oct 2022						
S	M	T	W	T	F	S
						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					

Nov 2022						
S	M	T	W	T	F	S
		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			

Dec 2022						
S	M	T	W	T	F	S
				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

Jan 2023						
S	M	T	W	T	F	S
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				

Feb 2023						
S	M	T	W	T	F	S
			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				

Mar 2023						
S	M	T	W	T	F	S
			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	

Apr 2023						
S	M	T	W	T	F	S
						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 2023						
S	M	T	W	T	F	S
	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			

Jun 2023						
S	M	T	W	T	F	S
				1	2	3
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		

Jul 2023						
S	M	T	W	T	F	S
						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					

The Color Key

Leadership Work Days

Professional Development

First/Last Day of School

Teacher Work Days

Holiday

Report Card Days

New Teacher Training Day

Attachment 26: Proposed School Schedules

Provide a proposed school schedule for a sample day and a sample week.

Staff MS A-B-Day (Mon-Thurs)											
5th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:40-12:10	12:15-1:05	1:10-2:00	2:05-2:55	3:00-3:50
ELA	Cohort 1				Cohort 4	Lunch	Recess	Cohort 3	Cohort 2	Cohort 1	
MATH	Cohort 2	Cohort 1						Cohort 4	Cohort 3	Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1						Cohort 4	Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Speech		Cohort 4	Cohort 3		Cohort 2			Cohort 1			
Writing			Cohort 4		Cohort 3			Cohort 2	Cohort 1		
Elective											All Electives

6th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:45-12:35	12:40-1:10	1:15-2:05	2:10-3:00	3:05-3:55
ELA	Cohort 1				Cohort 4	Lunch	Cohort 3	Recess	Cohort 2	Cohort 1	
MATH	Cohort 2	Cohort 1					Cohort 4		Cohort 3	Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1						Cohort 4	Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Fin Lit		Cohort 4	Cohort 3		Cohort 2		Cohort 1				
Writing			Cohort 4		Cohort 3		Cohort 2		Cohort 1		
Elective											All Electives

7th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:40-12:10	12:15-1:05	1:10-2:00	2:05-2:55	3:00-3:50
ELA	Cohort 1				Cohort 4	Recess	Lunch	Cohort 3	Cohort 2	Cohort 1	
MATH	Cohort 2	Cohort 1						Cohort 4	Cohort 3	Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1						Cohort 4	Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Comm. History		Cohort 4	Cohort 3		Cohort 2			Cohort 1			
Writing			Cohort 4		Cohort 3			Cohort 2	Cohort 1		
Elective											All Electives

8th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-12:00	12:05-12:35	12:40-1:30	1:35-2:05	2:10-3:00	3:05-3:55
ELA	Cohort 1				Cohort 4	Cohort 3	Lunch	Cohort 2	Recess	Cohort 1	
MATH	Cohort 2	Cohort 1				Cohort 4		Cohort 3		Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1					Cohort 4		Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Elective		Cohort 4	Cohort 3		Cohort 2	Cohort 1					
Writing			Cohort 4		Cohort 3	Cohort 2		Cohort 1			
Elective											All Electives

Staff HS A-B-Day (Mon-Thurs)											
9th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:40-12:10	12:15-1:05	1:10-2:00	2:05-2:55	3:00-3:50
ELA	Cohort 1				Cohort 4	Lunch	Recess	Cohort 3	Cohort 2	Cohort 1	
MATH	Cohort 2	Cohort 1						Cohort 4	Cohort 3	Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1						Cohort 4	Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Speech		Cohort 4	Cohort 3		Cohort 2			Cohort 1			
Writing			Cohort 4		Cohort 3			Cohort 2	Cohort 1		
Elective											All Electives

10th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:45-12:35	12:40-1:10	1:15-2:05	2:10-3:00	3:05-3:55
ELA	Cohort 1				Cohort 4	Lunch	Cohort 3	Recess	Cohort 2	Cohort 1	
MATH	Cohort 2	Cohort 1					Cohort 4		Cohort 3	Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1						Cohort 4	Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Fin Lit		Cohort 4	Cohort 3		Cohort 2		Cohort 1				
Writing			Cohort 4		Cohort 3		Cohort 2		Cohort 1		
Elective											All Electives

11th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:40-12:10	12:15-1:05	1:10-2:00	2:05-2:55	3:00-3:50
ELA	Cohort 1				Cohort 4	Recess	Lunch	Cohort 3	Cohort 2	Cohort 1	
MATH	Cohort 2	Cohort 1						Cohort 4	Cohort 3	Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1						Cohort 4	Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Comm. History		Cohort 4	Cohort 3		Cohort 2			Cohort 1			
Writing			Cohort 4		Cohort 3			Cohort 2	Cohort 1		
Elective											All Electives

12th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subject	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-12:00	12:05-12:35	12:40-1:30	1:35-2:05	2:10-3:00	3:05-3:55
ELA	Cohort 1				Cohort 4	Cohort 3	Lunch	Cohort 2	Recess	Cohort 1	
MATH	Cohort 2	Cohort 1				Cohort 4		Cohort 3		Cohort 2	
Science	Cohort 3	Cohort 2	Cohort 1					Cohort 4		Cohort 3	
Social Studies	Cohort 4	Cohort 3	Cohort 2		Cohort 1					Cohort 4	
PE/Elective		Cohort 4	Cohort 3		Cohort 2	Cohort 1					
Intro to Business			Cohort 4		Cohort 3	Cohort 2		Cohort 1			
Elective											All Electives

Staff MS/HS C-Day (Friday)							
Middle School Schedule	Cohort Reflection	Study Hall/ Intervention	Weekly Assessment	SEL Course	Design Thinking Workshops	Lunch/Friday Celebration	PD/Worktime
	7:30-8:00	8:00-8:45	8:50-10:20	10:25-10:55	11:00-12:30	12:35-1:30	2:00-4:30
Cohort #1 Lead and assistant(s)	Cohort #1	Cohort #1	Cohort #4	Cohort #3	Assigned Pod Responsibility	Community Lunch and Celebration	All Staff PD/Worktime
Cohort #2 Lead and assistant(s)	Cohort #2	Cohort #2	Cohort #1	Cohort #4			
Cohort #3 Lead and assistant(s)	Cohort #3	Cohort #3	Cohort #2	Cohort #1			
Cohort #4 Lead and assistant(s)	Cohort #4	Cohort #4	Cohort #3	Cohort #2			

Student MS A-B-Day (Mon-Thurs)											
5th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subjects	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:40-12:10	12:15-1:05	1:10-2:00	2:05-2:55	3:00-3:50
ELA	Morning Meeting	Math	Science	Self Care Break	Social Studies	Lunch	Recess	PE/Speech	Writing Workshop	ELA	BIPOC Literature
MATH											
Science											
Social Studies											
PE/Speech											
Writing											
Elective											

Student MS C-Day (Friday)						
Middle School Flex Friday Schedule	Cohort Reflection	Study Hall/ Intervention	Weekly Assessment	SEL Course	Design Thinking Workshops	Lunch/Friday Celebration
	7:30-8:00	8:00-8:45	8:50-10:20	10:25-10:55	11:00-12:30	12:35-1:30
	Weekly Goal Review and Friday Celebration Prep	ELA Intervention/S kills Review	ELA Bi Weekly Assessment	Peer Mediator PD	Community Service Project- Community Garden Project	Community Lunch and Celebration

Student HS A-B-Day (Mon-Thurs)											
10th grade	Morning Meeting	1st period	2nd period	Self Care Break	3rd Period	4th period	5th period	6th Period	7th Period	8th Period	9th Period
Subjects	7:30-8:00	8:05-8:55	9:00-9:50	9:55-10:10	10:15-11:05	11:10-11:40	11:40-12:10	12:15-1:05	1:10-2:00	2:05-2:55	3:00-3:50
	Study Hall	Algebra II	AP Chemistry	Self Care Break	U.S. History	Lunch	Free Period	Spanish II	Sociology	English II	Debate

Student HS C-Day (Friday)						
High School Flex Friday Schedule	Cohort Reflection	Study Hall/ Intervention	Weekly Assessment	SEL Course	Design Thinking Workshops	Lunch/Friday Celebration
	7:30-8:00	8:00-8:45	8:50-10:20	10:25-10:55	11:00-12:30	12:35-1:30
	Study Hall	Intervention or Tutoring	Bi Weekly Assessment	Peer Mediator PD	Community Service Project- Community Garden Project	Community Lunch and Celebration

	Pathway #1 (minimum of 8 AP courses during 4 years)	Pathway #2 *mandatory electives	Pathway #3	Core Electives	Community Service/Entrepreneurship Incubation Studies
9th Grade	Pre-AP English *Algebra II AP World History AP Biology Foreign Language or Computer Science I 2 electives *must complete Algebra I in 8th grade	English I Algebra I Biology World History or Geography Foreign language or Computer Science *Intro to Business PE or Art	English I Algebra I Biology World History or Geography Foreign language or Computer Science I 2 electives	<u>ELA</u> World Literature, Journalism, African American Literature, Mexican American Literature, Speech, Debate, Technical Writing, Writing for Publication, Modern Poetry, Music as Literature, Creative Writing, <u>Math</u> Pre-Calculus, Calculus Statistics, Number Theory, Trigonometry,	Students will be required to have at least 50 hours per year dedicated to their Community Service or Entrepreneurial Studies. This time will be built into student schedules, predominantly conducted during the 90-minute CS/ES periods each Friday.

				Probability, Computer Math, Integrated Math, Practical Math, Financial Literacy <u>Social Studies</u> Sociology, Psychology, Political Science, Law, Anthropol gy, Global Studies, Women's Studies, African American History, Mexican American History, World Politics, Civil Rights History <u>Science</u> Astronomy, Agriculture, Environment al Science,	
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				Forensic Science, Marine Biology, Zoology, Physical Science, Earth Science, Environmental Studies/Conservation, Electronics, Robotics <u>Foreign Language</u> French Spanish American Sign Language Chinese Arabic	
10th Grade	AP English Language Geometry AP Chemistry or AP Chemistry US History or AP US History Foreign Language or Computer Science II	English II Algebra II Chemistry U.S. History Foreign Language or Computer Science II *Business Management PE or Art	English II Algebra II Chemistry U.S. History Foreign Language or Computer Science II 2 electives	Elective Courses	

	2 electives				
11th Grade	AP English Literature Pre-Calculus AP World History or AP Human Geography Physics or AP Physics Foreign Language/A P Language or Computer Science III or AP Computer Science 2 electives	English III Geometry Physics World History or Geography Foreign Language or Computer Science III *Entrepreneur Skills *Accounting /Personal Finance	English III Geometry Physics World History or Geography Foreign Language or Computer Science III 2 electives	Accounting Business law Business management Consumer education Entrepreneurial skills Introduction to business Marketing Personal finance App Development Radio and TV Broadcasting Graphic Design Media Technology Video Game Development Web Design Music Production Intro to DJ Animation Computer Programming Chemistry of	

				Food Culinary Arts Family Studies Nutrition Kinesiology Band Aerobics Dance Health Weight Training Yoga Team Sports Art Art History Modern Art	
12th Grade	English Elective AP Calculus Science or AP science Course History or AP history Course AP Language and Culture or AP Computer Science 2 electives	English IV or English Elective Math Course Science Course Government & Economics *Business Law *Marketing/Consumer Education 1 elective	English IV or English Elective Additional Math Course Science Course Government & Economics AP Language or Computer Science elective 2 electives		

	Core Content	Math (2)	Reading (2)	Social Studies (2)	Science (2)	Art (2)
5 th Grade	Reading (4) Math (4) Science/Lab (4) American History (2) Speech (2) PE (2) Writer's Workshop (2)	Intro to Architecture	Slam Poetry 101	BIPOC History	Environmental Science and Conservation	Intro to Art
6 th Grade	Reading (4) Math (4) Science/Lab (4) World History (2) Financial Literacy (2) PE (2) Writer's Workshop (2)	Intro to Business	BIPOC Literature	Sociology- Race, Identity and Culture	Hands on Experimental Science	Comics and Cartoon Art
7 th Grade	Reading (4) Math (4) Writer's Workshop (4) TX History (2) Science (2) PE (2) Community History (2)	Entertainment Management	Media Literacy/ Writing	Intro to Law/Govt	Robotics	Painting/ Multimedia Art
8 th Grade	Reading (4) Math/Alg I (4)	Intro to Entrepreneurship	Broadcast/ Media Production	History of Civil Rights	Forensic Science	Sculpture and 3D art

	Science/Lab (4) Critical Analysis of American History (4) PE (2)			Moveme nts in the US		
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Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

S.H. James Prep Admission Policy

S.H. James Preparatory Academy's (JPA) mission is to mobilize 5th- 12th grade students using a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future. We thrive to be a school that attracts students and families that desire a community school that recognizes and celebrates their culture, while pushing for excellence and provides long term access to success. Students who attend JPA are expected to be active contributors to their local community and the world at large.

S.H. James Preparatory Academy and Revolution Public Schools does not discriminate on the basis of race, religion, color, sex, national origin, ancestry, genetic information, sexual orientation, gender identity, gender expression, or disability.

Admission Eligibility:

According to Texas Education Code 25.001 (b), an eligible applicant must reside within the boundaries that we have listed in the geographic boundaries that include Alamo Heights ISD, East Central ISD, Edgewood ISD, Ft. Sam Houston ISD, Harlandale ISD, Judson ISD, Lackland ISD, North East ISD, Northside ISD, San Antonio ISD, South San Antonio ISD, Southside ISD and Southwest ISD. While all of these districts are within the overall boundaries, the primary geographic boundary will be 78210. All students applying from this zip code will receive priority admission as a result of the high need in this area.

Application Timeline:

HCA's application period in Year One will begin on November 8, 2021 and end on February 11, 2022. We will also do our best to align with our Families Empowered partners timeline and use the Apply SA application timeline and tools if still available. After the application deadline, if we have more students than we do spots, we will conduct a random lottery that will be held on March 4, 2022. While the following students will receive exemptions, we will make sure that the total number of students that are exempt based on the following rules only includes a small percentage of the overall enrollment: 1) Returning students 2) Siblings of returning students 3) Children of school's staff.

If the school doesn't need a lottery as a result of spots still being available, applications will be accepted on a rolling basis. JPA seeks to be an inclusive and equitable school environment that serves all students. However, as authorized by Texas Education Code

12.111 (5)(A), JPA reserves the right to exclude from admission students with a documented history of criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code Subchapter A, Chapter 37. 12.111(5)(A).

Admissions Procedures:

As a result of the updates to the Texas Education Code 12.1773, applicants must submit the common admission application form. The form, can be found on the TEA website (<https://tea.texas.gov/sites/default/files/Charter%20Student%20Admission%20Application%202020-2021.pdf>) and requires the following:

- Student Contact Information
 - Name
 - Gender
 - Date of Birth
 - Grade Applying For
 - Social Security Number/Student Identification Number
- Parent or Guardian Contact Information
 - Name
 - Address
 - Phone/email)
- Optional: Name of any siblings attending the school
- Optional: Staff/board member relationship
- Certification signed by legal guardian

Enrollment Documents:

Once the family will receive official notification of acceptance, the family may accept or reject enrollment. If accepted, families will be required to submit the following documentation:

- An application for admission must be submitted
- Copy of Birth Certificate
- Proof of Residence
- Valid Parent Identification
- Families will be required to submit a language survey regarding the applicant's language background.

- Final Report Card from the previous academic period and any state testing results from the previous academic year.
- Any SPED documentation from previous school
- Vaccination Records

In order to ensure that all students are adequately onboarded, families will also be asked to complete the following:

- Meeting with a Academic Counselor
- Meeting with the SPED Team (as appropriate)
- Selection of courses, electives and project pathway
- Any additional documentation deemed appropriate by the admissions team

Again, it is important to reiterate that JPA aspires to be a community-based school that is inclusive and for all so no enrollment or admission procedure shall be a barrier to attendance for any student.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

N/A

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

N/A

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (August 2021-August 2022).

Revolution Public Schools Start-up Plan		
As adapted from Royal Public Schools		
Specific Task	Responsible Personnel	Timeline
Creation of Start-up Team		
ED will hire team to work on start-up Tasks	ED	October 2021
Revise timeline and priorities based on current need	ED	October 2021
Student Recruitment & Enrollment		
Set monthly recruitment goals	ED/Principal and Team	October 2021
Create detailed event and recruitment plan based on goals	ED/Principal and Team	October-November 2021
Create marketing plan and print any materials for the process	ED/Principal and Team	October-November 2021
Update website with any specific event/recruiting details	ED/Principal and Team	October- December 2021
Host community events	ED/Principal and Team	October- December 2021
Application and Enrollment		
Create enrollment and application documents and translate	ED/Principal and Team	October- December 2021
Print and publish documents on website	ED/Principal and Team	January 2022
Plan for Spring community events	ED/Principal and Team	November- December 2021
Set up school information sessions	ED/Principal and Team	October 2021- August 2022
Host school information popups and door to door campaign	ED/Principal and Team	October 2021- August 2022
Host Community events	ED/Principal and Team	January 2022- August 2022
Conduct 2 nd wave of information popups and door to door campaign	ED/Principal and Team	January 2022- August 2022
Begin TReX submissions for registered families	ED/Principal and Team	January 2022- August 2022
Facility		
Scout facility locations w/ consultant	ED/Principal and Team	September 2021
Select proposed location	ED/Principal and Team	November- December 2021
Negotiate lease	ED/Principal and Team	December 2021- January 2022
Review Lease w/ legal counsel	ED/Principal and Team	January- February 2022
Review Lease w/ Board	ED/Principal and Team	January- February 2022
Sign Lease Agreement	ED/Principal and Team	March- April 2022
Plan for renovations if required	ED/Principal and Team	March- April 2022
Complete furniture lists	ED/Principal and Team	March- April 2022
Inspections and certificate of occupancy	ED/Principal and Team	April- May 2022

Develop school safety plan	ED/Principal and Team	April- May 2022
Governing Board		
Development, Review, and Approval of the school policies	ED/Principal and Team	November 2021
Board members roles, responsibilities, goals relationship, and board training	ED/Principal and Team	November 2021
Communication and protocols finalized	ED/Principal and Team	November 2021
Purchase insurance for board	ED/Principal and Team	June 2022
Board Calendar defined	ED/Principal and Team	October 2021
Fundraising and Grants		
Create fundraising strategy	ED/Principal and Team	September- October 2021
Create grant acquisition strategy	ED/Principal and Team	September- October 2021
Curriculum, Instruction, Assessment		
Hire consultants and staff to develop grade level and content specific plans	ED/Principal and Team	November 2021- July 2022
Hire any necessary consultants or attend any PD for areas of need	ED/Principal and Team	November 2021- July 2022
Purchase curriculum, textbooks, resources and tools	ED/Principal and Team	November 2021- July 2022
Scope and Sequences developed for all subjects	ED/Principal and Team	November 2021- July 2022
Develop Interim assessments and schedule	ED/Principal and Team	November 2021- July 2022
Create Teacher development plan	ED/Principal and Team	November 2021- July 2022
Create plan for student diagnostic testing	ED/Principal and Team	November 2021- July 2022
Create Culture implementation plan	ED/Principal and Team	November 2021- July 2022
Create sample lessons for staff model teaches	ED/Principal and Team	November 2021- July 2022
Begin teacher recruitment process	ED/Principal and Team	November 2021- July 2022
Begin student data analysis based on enrolled students	ED/Principal and Team	November 2021- July 2022
Create plan for special population teacher recruitment	ED/Principal and Team	November 2021- July 2022
Connect with AIM to contract related services	ED/Principal and Team	November 2021- July 2022
Sign agreement with AIM for services	ED/Principal and Team	July 2022

Complete final edit of handbooks for board approval	ED/Principal and Team	March-April 2022
Review and approve school calendar	ED/Principal and Team	March- April 2022
Finalize daily schedule	ED/Principal and Team	March- April 2022
Create communication plan	ED/Principal and Team	October- November 2021
Create family engagement plan	ED/Principal and Team	October- November 2021
Approve final financial policies	ED/Principal and Team	October- November 2021
Finalize back office/in house financial services	ED/Principal and Team	October- November 2021
Create all forms for finances	ED/Principal and Team	October- November 2021
Create and approve funding policies	ED/Principal and Team	October- November 2021
Finance structures for board	ED/Principal and Team	October- November 2021
Approve financial manual	ED/Principal and Team	October- November 2021
Set up bank account	ED/Principal and Team	October- November 2021
Finalize employee handbook	ED/Principal and Team	October- November 2021
Revise recruitment plan and materials based on data	ED/Principal and Team	October- November 2021
Select benefits provider	ED/Principal and Team	October 2021
Finalize compensation and benefits manual	ED/Principal and Team	November 2021- July 2022
Hire additional office staff	ED/Principal and Team	November 2021- July 2022
Create At-will agreements	ED/Principal and Team	November 2021- July 2022
Create background check process	ED/Principal and Team	November 2021- July 2022
Create application and interview materials	ED/Principal and Team	November 2021- July 2022
Create record keeping and staff data forms	ED/Principal and Team	November 2021- July 2022
Hold summer PD	ED/Principal and Team	November 2021- July 2022
School Operations- Food Service, Health, Safety, Technology		
Create Plan for Food Service	ED/Principal and Team	March 2022
Review potential proposals and select vendor	ED/Principal and Team	April 2022
Approve and sign contract	ED/Principal and Team	April 2022
Create plan for nutrition program	ED/Principal and Team	May 2022
Hire nutrition staff	ED/Principal and Team	May 2022
Purchase POS system	ED/Principal and Team	May 2022
Create checklist for nurse's station	ED/Principal and Team	May 2022
Create student health processes, forms and tracking system	ED/Principal and Team	June 2022
Collect and archive health records for enrolled students	ED/Principal and Team	Jan 2022- July 2022

Post finalized safety procedures in each room	ED/Principal and Team	June 2022
Select and lease campus copiers	ED/Principal and Team	June 2022
Finalize Student Handbook	ED/Principal and Team	June 2022
Translate Student Handbook	ED/Principal and Team	June 2022
Board Approve Final Handbook	ED/Principal and Team	June 2022
Print and distribute handbook	ED/Principal and Team	June- Aug 2022
Set up nonprofit mailing	ED/Principal and Team	May 2022
Purchasing Front office ID check system	ED/Principal and Team	June 2022
Select Internet Provider	ED/Principal and Team	April 2022
Select and set up phone service	ED/Principal and Team	April 2022
Purchase staff and classroom technology	ED/Principal and Team	April 2022
Create system for school related filing of information	ED/Principal and Team	April 2022
Finalize Student Attendance system	ED/Principal and Team	April 2022
Purchase all school related software and programming	ED/Principal and Team	May 2022
Hire Maintenance staff	ED/Principal and Team	May 2020
Purchase Maintenance supplies	ED/Principal and Team	June 2022
Purchase PE Equipment	ED/Principal and Team	May 2022

Attachment 31: Financial Plan Workbook

Using the template provided on the [New Operator New](#) application page, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

Hard Copy: Print a hard copy of only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook; and

Electronic Submission: The entire Financial Plan Workbook will be submitted electronically as an Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$6,424 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter school is projecting.

Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds will not be available to the sponsoring entity until the contract for the charter school has been executed, a county-district number has been assigned, and a grant has been negotiated.

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

S.H. James Prep

FINANCIAL PLAN WORKBOOK SUMMARY

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027

REVENUE

Total State Revenues	\$	1,965,019	\$	2,712,497	\$	3,698,860	\$	4,674,948	\$	6,616,849
Federal Revenues										
Charter School Program (CSP) Start-Up Grant	\$	300,000	\$	300,000	\$	300,000	\$	-	\$	-
Other Federal Revenues	\$	-	\$	361,944	\$	499,625	\$	681,306	\$	861,096
Total Federal Revenues	\$	300,000	\$	661,944	\$	799,625	\$	681,306	\$	861,096
Total Local and Other Revenue	\$	110,000	\$	-	\$	-	\$	-	\$	-
TOTAL REVENUE	\$	410,000	\$	2,626,963	\$	3,512,122	\$	4,380,166	\$	5,536,043

EXPENSES**PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs	\$	149,000	\$	425,000	\$	535,500	\$	546,210	\$	697,744
Total Instructional Personnel Costs	\$	-	\$	910,000	\$	1,290,300	\$	1,690,650	\$	2,255,067
Total Non-Instructional Personnel Costs	\$	-	\$	112,500	\$	155,550	\$	182,070	\$	228,160
Total Payroll Taxes and Benefits	\$	29,651	\$	288,053	\$	394,289	\$	481,367	\$	633,013
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$	178,651	\$	1,735,553	\$	2,375,639	\$	2,900,297	\$	3,813,984

NON-PAYROLL RELATED EXPENSES

Total Contracted Services	\$	30,000	\$	308,000	\$	407,102	\$	538,245	\$	672,284
Total School Operations	\$	151,400	\$	196,675	\$	228,241	\$	281,618	\$	302,415
Total Facilities Operations and Maintenance	\$	33,817	\$	319,927	\$	399,160	\$	543,301	\$	577,907
Reserves / Contingencies	\$	15,000	\$	58,951	\$	81,375	\$	110,966	\$	140,248
TOTAL NON-PAYROLL RELATED EXPENSES	\$	230,217	\$	883,553	\$	1,115,877	\$	1,474,130	\$	1,692,855

TOTAL EXPENSES

\$	408,868	\$	2,619,105	\$	3,491,516	\$	4,374,427	\$	5,506,839	\$	7,810,445
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NET OPERATING INCOME (before depreciation)

\$	1,132	\$	7,858	\$	20,606	\$	5,739	\$	29,204	\$	25,185
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STUDENT ENROLLMENT

Projected Student Enrollment		225		300		400		500		700
Revenue Per Pupil	\$	11,675	\$	11,707	\$	10,950	\$	11,072	\$	11,194
Expenses Per Pupil	\$	11,640	\$	11,638	\$	10,936	\$	11,014	\$	11,158

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 Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE 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 these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School 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 its startup year.
- 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 end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the WHITE 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 WHITE 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 charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORTATION Section

- Enter the anticipated transportation allotments for the specified programs.

Personnel Tab

- **Enter information into the WHITE 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 listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
*****PLEASE NOTE** - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.***
- 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. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**

- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the WHITE 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 WHITE and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
***** PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation. *****Notes must include the amounts that will be paid from CSP grant funds.***

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

S.H. James**NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK**

Lead Applicant Name:

Anthony Gordon

Contact Email:

Contact Phone:

682-597-2014

Start-Up (Year 0) Fiscal Year End:

2022

Enter the 4-digit year (XXXX)

Year One Fiscal Year End:

2023

Enter the 4-digit year (XXXX)

Fiscal Year End Date:

June 30

Select date

Total School Year Minutes:

77,220

Enter the number of minutes (e.g., 75,600)

ENTER PROPOSED SCHOOL NAME



S.H. James

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

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

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Total Number of All Students Enrolled (Average Membership)

Average Daily Attendance (ADA) %

Average Daily Attendance (ADA)

Percent change YOY

Year 1	Year 2	Year 3	Year 4	Year 5
2023	2024	2025	2026	2027
-	-	-	-	-
-	-	-	-	-
75.00	75.00	75.00	75.00	100.00
75.00	75.00	75.00	75.00	100.00
75.00	75.00	75.00	75.00	100.00
-	75.00	75.00	75.00	100.00
-	-	100.00	100.00	100.00
-	-	-	100.00	100.00
-	-	-	-	100.00
-	-	-	-	-
225.00	300.00	400.00	500.00	700.00
85%	88%	90%	91%	92%
191.25	264.00	360.00	455.00	644.00
	38%	36%	26%	42%

STUDENT POPULATION

Special Education Data:

Number Enrolled in Homebound

Number Enrolled in Hospital Class

Number Enrolled in Speech Therapy

Number Enrolled in Resource Room

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

Special Education Student Count (SPED)

Special Education Student Count %

Percent change YOY

Data for the following fiscal years must be based on reasonable estimates and projections.									
2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026	2027	EYS 2027
-		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
4.00		7.00	-	8.00	-	13.00	-	15.00	-
-		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
20.00		25.00	-	35.00	-	40.00	-	50.00	-
24.00	-	32.00	-	43.00	-	53.00	-	65.00	-
10.67%		10.67%		10.75%		10.60%		9.29%	
		33%	0%	34%	0%	23%	0%	23%	0%

		Advanced C&T FTE, P-TECH, New Tech Network 2023	2024	Advanced C&T FTE, P-TECH, New Tech Network 2024	2025	Advanced C&T FTE, P-TECH, New Tech Network 2025	2026	Advanced C&T FTE, P-TECH, New Tech Network 2026	2027	Advanced C&T FTE, P-TECH, New Tech Network 2027
Career and Technology (C&T) Data:										
Number Enrolled in One-hour Class					100.00		200.00		300.00	
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										
Career & Technology Students Enrolled	-	-	-	-	100.00	-	200.00	-	300.00	-
% of Career & Technology Students					25.00%		40.00%		42.86%	
Percent change YOY			0%	0%	0%	0%	100%	0%	50%	0%

Dyslexia, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2023	2024	2025	2026	2027
Number Dyslexia Students Enrolled	10.00	15.00	20.00	25.00	30.00
% of Dyslexia Students Enrolled	4.44%	5.00%	5.00%	5.00%	4.29%
Number of Pregnancy Related Students	-	-	-	1.00	2.00
% of Pregnancy Related Students Enrolled				0.20%	0.29%
Number of Students Enrolled in Bilingual LEP	32.00	42.00	58.00	70.00	85.00
Number of Students Enrolled in Bilingual LEP Dual Language One-way/Two-way	-	-	-	-	-
Number of Students Enrolled in Bilingual Non LEP Dual Language One-way/Two-way	-	-	-	-	-
Total Number of Students Enrolled in Bilingual LEP/Non LEP	32.00	42.00	58.00	70.00	85.00
% of Students Enrolled in Bilingual LEP	14%	14.00%	14.50%	14.00%	12.14%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	168.30	232.32	316.80	400.40	566.72
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TRANSPORTATION	2023	2024	2025	2026	2027
Regular Program Transportation Allotment	50	75	120	150	150
Special Education Program Transportation Allotment		-	-	-	-
Career and Technology Program Transportation Allotment		-	-	-	-
Transportation Total	50	75	120	150	150
Percent change YOY		50%	60%	25%	0%

S.H. James
PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)		Number of FTEs					
		Year Count	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2022	2023	2024	2025	2026	2027
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs
Executive Director	Executive Management	\$ 100,000	1.0	1.0	1.0	1.0	1.0	1.0
Admin Asst	Administrative Staff	\$ 45,000	0.0	0.0	0.0	0.0	1.0	1.0
Ops Manager	Operation / Business Manager	\$ 75,000	0.4	1.0	1.0	1.0	1.0	1.0
Maintenance	Custodian	\$ 35,000	0.0	2.0	2.5	2.5	3.0	4.0
Office Manager	Administrative Staff	\$ 60,000	0.1	1.0	1.0	1.0	1.0	1.0
Office Staff	Administrative Staff	\$ 45,000	0.0	1.0	1.0	1.0	1.5	3.0
PEIMS Coordinator	Administrative Staff	\$ 40,000	0.0	0.5	1.0	1.0	1.0	1.0
IT Manager	Administrative Staff	\$ 60,000	0.0	0.0	0.0	0.0	0.0	1.0
IT Assistant	Other - Non-Instructional	\$ 45,000	0.0	0.0	0.5	0.5	1.0	1.0
Principal	Instructional Management	\$ 80,000	0.0	0.0	1.0	1.0	1.0	1.0
Principal Admin Asst.	Administrative Staff	\$ 45,000	0.0	0.0	0.0	0.0	0.0	1.0
MS Asst. Principal	Instructional Management	\$ 65,000	0.2	1.0	1.0	1.0	1.0	2.0
HS Asst. Principal	Instructional Management	\$ 65,000	0.0	0.0	0.0	0.0	1.0	1.0
Teacher Leaders	Specialty Teachers	\$ 60,000	0.0	0.0	0.0	2.0	3.0	6.0
Special Pops Lead	Teachers - SPED	\$ 60,000	0.0	1.0	1.0	1.0	1.0	1.0
SEL Lead	Deans, Directors & Coordinators	\$ 60,000	0.0	1.0	1.0	1.0	1.0	2.0
Academic Counselor	Therapists & Counselors	\$ 60,000	0.0	0.0	0.0	1.0	2.0	4.0
Teacher	Teachers - Regular	\$ 55,000	0.0	11.0	15.0	17.0	21.0	28.0
Co-Teacher	Teaching Assistants	\$ 35,000	0.0	7.0	10.0	12.0	14.0	21.0
Nurse	Nurse	\$ 45,000	0.0	0.5	0.5	1.0	1.0	1.0
Community Coordinator	Other - Non-Instructional	\$ 40,000	0.0	0.5	0.5	0.5	0.5	1.0
Social Worker	Therapists & Counselors	\$ 60,000	0.0	0.0	0.5	0.5	2.0	3.0
		\$ -	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	0.0
		\$ -	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	0.0
		\$ -	0.0	0.0	0.0	0.0	0.0	0.0
		\$ -	0.0	0.0	0.0	0.0	0.0	0.0

S.H. James
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year *include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for Year1 through Year 5 *include in the notes the amounts from the CSP grant
	Start-Up Year 0 2022	Year 1 2023	Start-Up Year 0 2022	Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027		
Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.										
REVENUE										
TOTAL STATE REVENUES		1,965,019			38.04%	36.36%	26.39%	41.54%	N/A	
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	300,000	300,000			0.00%	-100.00%	0.00%	0.00%	TEA CSP Grant for \$900 k over three years	CSP grant ends in Year 2
Other Federal Revenues	-	361,944			38.04%	36.36%	26.39%	41.54%	N/A	Title I, IDEA B, and CNP
TOTAL FEDERAL REVENUES	300,000	661,944								
TOTAL LOCAL & OTHER REVENUES	110,000	-			-100.00%	0.00%	0.00%	0.00%	\$50 Brack, \$50 Cts, \$10 HTH	
TOTAL REVENUE	\$ 410,000	\$ 2,626,963								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	100,000	100,000							Full time CEO	See personnel tab
Instructional Management	13,000	65,000							Middle School Asst. Principal	See personnel tab
Deans, Directors & Coordinators	-	60,000								See personnel tab
CFO / Director of Finance	-	-								See personnel tab
Operation / Business Manager	30,000	75,000							Ops Manager	See personnel tab
Administrative Staff	6,000	125,000							Office Manager	See personnel tab
Other - Administrative	-	-								See personnel tab
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 149,000	\$ 425,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	605,000								See personnel tab
Teachers - SPED	-	60,000								See personnel tab
Substitute Teachers	-	-								See personnel tab
Teaching Assistants	-	245,000								See personnel tab
Specialty Teachers	-	-								See personnel tab
Aides	-	-								See personnel tab
Therapists & Counselors	-	-								See personnel tab
Other - Instructional	-	-								See personnel tab
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 910,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	22,500								
Librarian	-	-								
Custodian	-	70,000								
Security	-	-								
Other - Non-Instructional	-	20,000								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 112,500								
TOTAL PERSONNEL EXPENSES	\$ 149,000	\$ 1,447,500								
PAYROLL TAXES AND BENEFITS			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
Social Security	9,238	89,745	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%		
Medicare	2,161	20,989	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%		
State Unemployment	2,608	25,331	1.75%	1.75%	1.75%	1.75%	1.75%	1.75%		
Worker's Compensation Insurance	1,490	14,475	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	5,960	57,900	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%		
Dental Insurance	2,235	21,713	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%		
Vision Insurance	745	7,238	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%		
Life Insurance	1,490	14,475	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%		
Retirement Contribution	3,725	36,188	2.50%	2.50%	2.50%	2.50%	2.50%	2.50%		
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	\$ 29,651	\$ 288,053								

S.H. James

BUDGET					
Start-Up Year 0	Year 1				
2022	2023	2027			
<div></div>					
20,000	35,000				
10,000	10,000				
-	-				
-	-				
-	243,000				
-	-				
-	20,000				
-	-				
-	-				
-	-				
\$	30,000	\$	308,000		

ASSUMPTIONS					
Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027
<div>Enter the % change below for which the amount entered in column F should change each year.</div>					
		0.00%	0.00%	0.00%	10.00%
		0.00%	0.00%	0.00%	0.00%
		0.00%	0.00%	0.00%	0.00%
		38.04%	36.36%	26.39%	41.54%
		0.00%	0.00%	0.00%	0.00%
		33.33%	34.38%	23.26%	22.64%
		0.00%	0.00%	0.00%	0.00%
		0.00%	0.00%	0.00%	0.00%
		0.00%	0.00%	0.00%	0.00%
		0.00%	0.00%	0.00%	0.00%

[illegible][illegible][illegible]

S.H. James

PROJECTED BUDGET / OPERATING PLAN

SUMMARY
Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027
410,000	2,626,963	3,512,122	4,380,166	5,536,043	7,835,630
408,868	2,619,105	3,491,516	4,374,427	5,506,839	7,810,445
1,132	7,858	20,606	5,739	29,204	25,185
	11,675.39	11,707.07	10,950.41	11,072.09	11,193.76
	11,640.47	11,638.39	10,936.07	11,013.68	11,157.78

REVENUE

TOTAL STATE REVENUES

FEDERAL REVENUES

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

TOTAL FEDERAL REVENUES

TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE

	1,965,019	2,712,497	3,698,860	4,674,948	6,616,849
300,000	300,000	300,000	-	-	-
-	361,944	499,625	681,306	861,096	1,218,781
300,000	661,944	799,625	681,306	861,096	1,218,781
\$ 110,000	-	-	-	-	-
\$ 410,000	\$ 2,626,963	\$ 3,512,122	\$ 4,380,166	\$ 5,536,043	\$ 7,835,630

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

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

100,000	100,000	102,000	104,040	106,121	108,243
13,000	65,000	147,900	150,858	222,854	297,669
-	60,000	61,200	62,424	63,672	129,892
-	-	-	-	-	-
30,000	75,000	76,500	78,030	79,591	81,182
6,000	125,000	147,900	150,858	225,507	416,736
-	-	-	-	-	-
\$ 149,000	\$ 425,000	\$ 535,500	\$ 546,210	\$ 697,744	\$ 1,033,723
-	605,000	841,500	972,774	1,225,695	1,666,946
-	60,000	61,200	62,424	63,672	64,946
-	-	-	-	-	-
-	245,000	357,000	436,968	519,992	795,588
-	-	-	124,848	191,017	389,676
-	-	-	-	-	-
-	-	30,600	93,636	254,690	454,622
-	-	-	-	-	-
\$ -	\$ 910,000	\$ 1,290,300	\$ 1,690,650	\$ 2,255,067	\$ 3,371,776

-	22,500	22,950	46,818	47,754	48,709
-	-	-	-	-	-
-	70,000	89,250	91,035	111,427	151,541
-	-	-	-	-	-

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
	2022	2023	2024	2025	2026	2027
Other - Non-Instructional	-	20,000	43,350	44,217	68,979	92,007
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 112,500	\$ 155,550	\$ 182,070	\$ 228,160	\$ 292,257
TOTAL PERSONNEL EXPENSES	\$ 149,000	\$ 1,447,500	\$ 1,981,350	\$ 2,418,930	\$ 3,180,971	\$ 4,697,756

PAYROLL TAXES AND BENEFITS						
Social Security	9,238	89,745	122,844	149,974	197,220	291,261
Medicare	2,161	20,989	28,730	35,074	46,124	68,117
State Unemployment	2,608	25,331	34,674	42,331	55,667	82,211
Worker's Compensation Insurance	1,490	14,475	19,814	24,189	31,810	46,978
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	5,960	57,900	79,254	96,757	127,239	187,910
Dental Insurance	2,235	21,713	29,720	36,284	47,715	70,466
Vision Insurance	745	7,238	9,907	12,095	15,905	23,489
Life Insurance	1,490	14,475	19,814	24,189	31,810	46,978
Retirement Contribution	3,725	36,188	49,534	60,473	79,524	117,444
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 29,651	\$ 288,053	\$ 394,289	\$ 481,367	\$ 633,013	\$ 934,853
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 178,651	\$ 1,735,553	\$ 2,375,639	\$ 2,900,297	\$ 3,813,984	\$ 5,632,609
CONTRACTED SERVICES						
Accounting / Audit	20,000	35,000	35,000	35,000	35,000	38,500
Legal	10,000	10,000	10,000	10,000	15,000	15,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	243,000	335,435	457,412	578,118	818,259
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	20,000	26,667	35,833	44,167	54,167
Titlement Services (i.e. Title I)	-	-	-	-	-	-
directors and officers insurance	-	-	-	-	-	-
Back-office Provider	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	\$ 30,000	\$ 308,000	\$ 407,102	\$ 538,245	\$ 672,284	\$ 925,925

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
SCHOOL OPERATIONS						
Board Expenses	750	2,000	2,000	2,000	2,000	2,000
Classroom / Teaching Supplies & Materials	-	22,500	31,059	42,353	53,529	75,765
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	-	45,000	33,750	27,000	20,250	20,250
Supplies & Materials other	-	7,125	10,688	13,894	16,673	18,506
Equipment / Furniture	67,000	21,000	10,500	10,500	10,500	10,500
Telephone	-	-	-	-	-	-
Technology	48,000	15,000	7,800	7,332	6,525	6,525
Student Testing & Assessment	-	5,625	7,765	10,588	13,382	18,941
Field Trips	-	3,000	3,990	4,988	5,985	7,002
Transportation (student)	-	30,000	60,000	90,000	90,000	119,700
Student Services - other	-	-	-	-	-	-
Office Expense	6,000	5,700	8,550	11,115	13,338	14,805
Staff Development	4,500	14,250	21,375	27,788	33,345	37,013
Staff Recruitment	4,000	7,500	6,750	5,940	3,861	3,861
Student Recruitment / Marketing	20,000	7,500	9,975	9,975	9,975	9,975
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	400	2,850	4,275	5,558	6,669	7,403
Fundraising	750	2,000	2,000	2,000	3,000	3,000
After School Program	-	-	-	-	-	-
Athletics	-	5,625	7,765	10,588	13,382	18,941
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 151,400	\$ 196,675	\$ 228,241	\$ 281,618	\$ 302,415	\$ 374,188
FACILITY OPERATION & MAINTENANCE						
Insurance	7,500	15,000	20,706	28,235	35,686	50,510
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	19,650	235,802	308,901	379,948	406,545	491,919
Repairs & Maintenance	1,667	15,000	15,000	30,000	30,000	30,000
Security Services	-	5,000	5,000	10,000	10,000	10,000
Utilities	5,000	45,000	45,000	90,000	90,000	90,000
Internet	-	-	-	-	-	-
Trash/Waste Removal	-	1,125	1,553	2,118	2,676	3,788
Landscaping	-	3,000	3,000	3,000	3,000	3,000
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 33,817	\$ 319,927	\$ 399,160	\$ 543,301	\$ 577,907	\$ 679,217
RESERVES / CONTIGENCIES	15,000	58,951	81,375	110,966	140,248	198,505
TOTAL EXPENSES	\$ 408,868	\$ 2,619,105	\$ 3,491,516	\$ 4,374,427	\$ 5,506,839	\$ 7,810,445
NET OPERATING INCOME (before Depreciation)	\$ 1,132	\$ 7,858	\$ 20,606	\$ 5,739	\$ 29,204	\$ 25,185
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	\$ 1,132	\$ 7,858	\$ 20,606	\$ 5,739	\$ 29,204	\$ 25,185

S.H. James

ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
General Instructions and Notes		191.250
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.142
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
Total Special Education FTE		0.142
Total Special Education Weighted FTE		0.708
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
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
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.15	17.000
Regular Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
P-TECH	\$ 50	0.000
New Tech Network	\$ 50	0.000
Regular Program ADA		191.108
Dyslexia	0.10	10.000
Public Education Grant	0.10	0.000
Early Education	0.10	0.000
State Compensatory Education Enrollment	0.25	168.300
Pregnancy Related FTEs	2.41	0.000
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district	0.20	0.000
Bilingual LEP ADA	0.10	27.200
Bilingual LEP Dual Language One-Way, Two-Way	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way	0.05	0.000
Adjusted GYA		1.4347
Total Weighted Average Daily Attendance (WADA)		287.1401
State Average Funding Components		

Per Capita Rate		\$ 476.710
District Basic Allotment (DBA)		\$ 6,159.00
ASF ADA		\$ 3,294.69
District Tax Rate Level 1 (DTR1)		\$ 0.057112
Level 1 Entitlement		\$ 98.56
District Tax Rate Level 2 (DTR2)		\$ 0.024659
Level 2 Entitlement		\$ 49.28
Interest & Sinking Rate		\$ -
EDA Guaranteed Yield (GY)		\$ 38.58
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		\$ 1,177,036
Small and Mid-size Allotment TEC 48.101		\$ 202,343
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		\$ 3
99-New Instructional Facility Allotment		\$ -
11-Public Education Grant TEC 48.107		\$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		\$ -
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		\$ 3,295
School Safety Allotment TEC 42.168		\$ 1,859
Special Education Detail:		
Regular Special Education		\$ 4,363
Mainstream		\$ 120,408
Residential Care and Treatment		\$ -
State Schools		\$ -
Non Public Contracts		\$ -
Extended Year Special Education		\$ -
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		\$ 124,771
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment		\$ -
Advanced CTE Allotment		\$ -
P-TECH		\$ -
New Tech Network		\$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		\$ -
State Compensatory Education Detail:		
State Compensatory Allotment		\$ 259,140
Pregnancy Related		\$ -
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district		\$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		\$ 259,140
Transportation Detail:		
Regular		\$ 50
Private		\$ -
Special Education		\$ -
Career & Technology Education		\$ -
99-Transportation Allotment TEC 48.151		\$ 50
TOTAL COST OF TIER I / STATE SHARE OF TIER I		\$ 1,768,496
TIER II		
Tier II Level 1		\$ 161,630

Tier II Level 2		\$ 34,893
TOTAL TIER II		\$ 196,523
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		yes
Charter Schools Facility Funding TEC 12.106(d)		0.000
TOTAL OTHER PROGRAMS		\$ -
TOTAL STATE AID		\$ 1,965,019
Available School Fund (ASF)		\$ -
Foundation School Fund (FSF)		\$ 1,965,019

S.H. James

PAYMENT FORMULA EXAMPLE

Total State Aid	\$ 1,965,019
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 1,965,019

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 163,097
October	11	9.1%	\$ 163,975
November	10	10.1%	\$ 165,433
December	9	11.1%	\$ 163,449
January	8	12.4%	\$ 162,324
February	7	14.4%	\$ 165,131
March	6	16.6%	\$ 162,947
April	5	19.9%	\$ 162,914
May	4	25.1%	\$ 164,593
June	3	33.2%	\$ 163,064
July	2	49.7%	\$ 163,062
August	1	100.0%	\$ 165,030
Total Payments			\$ 1,965,019

S.H. James

FINANCIAL PLAN WORKBOOK SUMMARY

REVENUE

Total State Revenues

Federal Revenues

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

Total Federal Revenues

Total Local and Other Revenue

TOTAL REVENUE**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**NON-PAYROLL RELATED EXPENSES**

Total Contracted Services

Total School Operations

Total Facilities Operations and Maintenance

Reserves / Contingencies

TOTAL NON-PAYROLL RELATED EXPENSES**TOTAL EXPENSES****NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment

Revenue Per Pupil

Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027

	\$ 1,965,019	\$ 2,712,497	\$ 3,698,860	\$ 4,674,948	\$ 6,616,849
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\$ 300,000	\$ 300,000	\$ 300,000	\$ -	\$ -	\$ -
\$ -	\$ 361,944	\$ 499,625	\$ 681,306	\$ 861,096	\$ 1,218,781
\$ 300,000	\$ 661,944	\$ 799,625	\$ 681,306	\$ 861,096	\$ 1,218,781
\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 410,000	\$ 2,626,963	\$ 3,512,122	\$ 4,380,166	\$ 5,536,043	\$ 7,835,630

\$ 149,000	\$ 425,000	\$ 535,500	\$ 546,210	\$ 697,744	\$ 1,033,723
\$ -	\$ 910,000	\$ 1,290,300	\$ 1,690,650	\$ 2,255,067	\$ 3,371,776
\$ -	\$ 112,500	\$ 155,550	\$ 182,070	\$ 228,160	\$ 292,257
\$ 29,651	\$ 288,053	\$ 394,289	\$ 481,367	\$ 633,013	\$ 934,853
\$ 178,651	\$ 1,735,553	\$ 2,375,639	\$ 2,900,297	\$ 3,813,984	\$ 5,632,609

\$ 30,000	\$ 308,000	\$ 407,102	\$ 538,245	\$ 672,284	\$ 925,925
\$ 151,400	\$ 196,675	\$ 228,241	\$ 281,618	\$ 302,415	\$ 374,188
\$ 33,817	\$ 319,927	\$ 399,160	\$ 543,301	\$ 577,907	\$ 679,217
\$ 15,000	\$ 58,951	\$ 81,375	\$ 110,966	\$ 140,248	\$ 198,505
\$ 230,217	\$ 883,553	\$ 1,115,877	\$ 1,474,130	\$ 1,692,855	\$ 2,177,836

\$ 408,868	\$ 2,619,105	\$ 3,491,516	\$ 4,374,427	\$ 5,506,839	\$ 7,810,445
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\$ 1,132	\$ 7,858	\$ 20,606	\$ 5,739	\$ 29,204	\$ 25,185
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	225	300	400	500	700
	\$ 11,675	\$ 11,707	\$ 10,950	\$ 11,072	\$ 11,194
	\$ 11,640	\$ 11,638	\$ 10,936	\$ 11,014	\$ 11,158

Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding. The applicant must include and budget with these funds when completing the budget narrative.

Applicants who would be unable to meet the definition of a charter school, as defined in ESSA, Section 4310(2) are ineligible to receive CSP funds through this application. Consequently, any applicant who would be ineligible should NOT budget the funds outlined above.

For purposes of this grant, the term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition
- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational

Rights and Privacy Act of 1974”), and Part B of the Individuals with Disabilities Education Act;

- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law; and
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

Budget Narrative

The board of Revolution Public Schools is committed to maintaining a budget that is sound and fiscally responsible. Our Financial Plan Workbook is included as Attachment 31. In the attachment you will find our budget for Year 0 and the first 5 years our campuses budget. This budget was built in consultation with Building Hope and City Education Partners to ensure sound financial decisions and fund allocation to ensure a strong start and long-term financial stability.

S.H. James Preparatory Academy (JPA) will launch with 225 students in grades 5-7. We will expand by one grade level per year until we have reach full capacity at 5-12. This approach will allow us to build out our program to maintain consistency and connection with our mission and vision. It will also allow us to build financial stability while creating a program that benefits students academically and the community holistically. Our Year 1 Average Daily Attendance (ADA) rate will be 85%. We will gradually increase this ADA leading up to Year 5 (Year 2 88%, Years 3 90%, Year 4 91%, Year 5 92%). (Enrollment Line 26). We have also assumed that that we will average approximately 10% of students will receive special education services. (Enrollment Line 44) We have also estimated approximately 5% of students with dyslexia. (Enrollment Line 61) We have also estimated that we will serve approximately 14% of students receiving services as English Language Learners. (Enrollment Line 70)

To date RPS has received philanthropic support from the George W. Brackenridge Foundation and Choose to Succeed. Each organization has pledged \$50,000 which equates to a total of \$100,000 in funding that will be essential in providing a sound financial foundation for Year 0 of operation. (Budget Line 25)

Our budget has been crafted to support staff development that in turn will create quality educational opportunities for our students. Our funding will come predominately from FSP state revenue and federal funds. Our Year 1 revenue will be \$2,626,963 (Budget Line 11) based on the average daily attendance for 225 students which equates to \$11,675 per student Budget Line 14) for the school. Our total Federal funding for Year 1 will be \$661,944 (Budget Line 23) which includes the Charter School Program Start up grant, entitlement and IDEA enrollment totals.

Our Startup cost will be \$408,868 (Budget Line 138). This total includes salaries and benefits, furniture, technology, staff and student recruitment and staff development for employees involved in school start up activities.

The Executive Director has created a Startup plan which is shown in Attachment 30. The Operations Manager, Office Manager, Assistant Principal will also be hired to be a part of the school development plan 6 to 8 months prior to the schools open. All job descriptions and salaries are listed in Attachments 20 & 21. The total cost for salaries will be \$178,651 (Budget Line 77).

JPA will make the following assumptions as it relates to personnel:

- Executive Director in Year 0. The budget allocates \$100,000 with a 2% annual raise beginning in Year 2. (Personnel Line 12)
- Principal in Year 2. The budget allocates \$80,000 with a 2% annual raise beginning in Year 2. (Personnel Line 21)
- Operations Manager in Year 0. The budget allocates \$75,000 with a 2% annual raise beginning in Year 2. (Personnel Line 14)
- Office Manager in Year 0. The budget allocates 60,000 with a 2% annual raise beginning in Year 2. (Personnel Line 16)
- Assistant Principal in Year 0. The budget allocates 65,000 with a 2% annual raise beginning in Year 2. We will add an AP in Year 4 and Year 5 (Personnel Line 23)
- Office Staff in Year 1. The budget allocates \$45,000 with a 2% annual raise beginning in Year 2. We will add 1 office staff member in Year 4 and Year 5. (Personnel Line 17)
- PEIMS Coordinator in Year 1. The budget allocates \$40,000 with a 2% annual raise beginning in Year 2. (Personnel Line 18)
- Special Populations Lead in Year 1. The budget allocates \$60,000 with a 2% annual raise beginning in Year 2. (Personnel Line 26)
- SEL Lead in Year 1. The budget allocates \$60,000 with a 2% annual raise beginning in Year 2. A second SEL Lead will be added in Year 5. (Personnel Line 27)
- 11 Teachers in Year 1. The budget allocates \$55,000 with a 2% annual raise beginning in Year 2. Teacher staffing will increase each year with 15 in Year 2, 17 in year 3, 21 in Year 4 and 28 in Year 5. (Personnel Line 29)
- 7 co-teachers in Year 1. The budget allocates \$35,000 with a 2% annual raise beginning in Year 2. Co-teacher staffing will increase each year with 10 in Year 2, 12 in Year 3, 14 in Year 4 and 21 in Year 5. (Personnel Line 30)
- Academic Counselor (AC) in Year 3. The budget allocates \$60,000 with a 2% annual raise. We will add an AC in Year 4 and two in Year 5. (Personnel Line 28)
- Community Coordinator in Year 1. The budget allocates \$40,000 with a 2% annual raise beginning in Year 2. (Personnel Line 32)

- Social Worker in Year 2. The budget allocates \$60,000 with a 2% annual raise beginning in Year 2. We will add a Social Worker in Year 4 and Year 5. (Personnel Line 33)

JPA also assumes that we will pay approximately \$29,651 for payroll taxes and employee benefits (Budget Line 75) which brings us to the staffing total referenced in Budget Line 77.

JPA has made assumptions as it relates to any contracted services from Year 0 through Year 5. These totals can be found in Budget Line 92. Below is a breakdown of these totals:

- Accounting/Auditing in Year 0. The budget has allocated \$20,000, this total increases to \$35,000 in Year 1-5. (Budget Line 81)
- Legal Services in Year 0. The budget has allocated \$10,000 for Years 0-3, this total increases to \$15,000 in Year 4-5. (Budget Line 82)
- Food Service/School Lunch in Year 1. The budget has allocated \$243,000, this total increases to \$335,435 in Year 2, \$457,417 in Year 3, \$578,118 in Year 4 and \$818,259 in Year 5. (Budget Line 85)
- Special Education Services in Year 1. The budget has allocated \$20,000, this total increases to \$26,667 in Year 2, \$35,833 in Year 3, \$44,167 in Year 4 and \$54,167 in Year 5. (Budget Line 87)

JPA has made assumptions as it relates to school operations from Year 0-5. These totals can be found in Budget Line 119. Below is a breakdown of these totals.

- Board Expenses in Year 0. The budget has allocated \$750, this total increases to \$2,000 in Year 1-5. (Budget Line 97)
- Classroom and Teaching Supplies/Materials in Year 1. The budget has allocated \$22,500, this total increases to \$31,059 in Year 2, \$42,353 in Year 3, \$53,529 in Year 4 and \$75,765 in Year 5. (Budget Line 98)
- Textbooks in Year 1. The budget has allocated \$45,000, this total shifts to \$33,750 in Year 2, \$27,000 in Year 3, \$20,250 in Year 4 and \$20,250 in Year 5. (Budget Line 100)
- Supplies and Materials in Year 1. The budget has allocated \$7,125, this total increases to \$10,688 in Year 2, \$13,894 in Year 3, \$16,673 in Year 4 and \$18,506 in Year 5. (Budget Line 101)
- Equipment and Furniture in Year 0. The budget has allocated \$67,000, this total shifts to \$21,000 in Year 1, \$10,500 in Year 2-5. (Budget Line 102)

- Technology in Year 0. The budget has allocated \$48,000, this total shifts to \$15,000 in Year 1, \$7,800 in Year 2, \$7,332 in Year 3 and \$6,525 in Year 4-5. (Budget Line 104)
- Student Testing and Assessment in Year 1. The budget has allocated \$5,625, this total increases to \$7,765 in Year 2, \$10,588 in Year 3, \$13,382 in Year 4 and \$18,941 in Year 5. (Budget Line 105)
- Field Trips in Year 1. The budget has allocated \$3,000, this total increases to \$3,990 in Year 2, \$4,988 in Year 3, \$5,985 in Year 4 and \$7,002 in Year 5. (Budget Line 106)
- Transportation in Year 1. The budget has allocated \$30,000, this total increases to \$60,000 in Year 2, \$90,000 in Year 3-4 and \$119,700 in Year 5. (Budget Line 107)
- Office Expenses in Year 0. The budget has allocated \$6,000, this total shifts to \$5,700 in Year 1, \$8,550 in Year 2, \$11,115 in Year 3, \$13,338 in Year 4 and \$14,805 in Year 5. (Budget Line 109)
- Staff Development in Year 0. The budget has allocated \$4,500, this total increases to \$14,250 in Year 1, \$21,375 in Year 2, \$27,788 in Year 3, \$33,345 in Year 4 and \$37,013 in Year 5. (Budget Line 110)
- Staff Recruitment in Year 0. The budget has allocated \$4,000, this total shifts to \$7,500 in Year 1, \$6,750 in Year 2, \$5,940 in Year 3 and \$3,861 in Year 4-5. (Budget Line 111)
- Marketing and Student Recruitment in Year 0. The budget has allocated \$20,000, this total shifts to \$7,500 in Year 1, \$9,975 in Year 2-5. (Budget Line 112)
- Staff Travel in Year 0. The budget has allocated \$400, this total increases to \$2,800 in Year 1, \$4,275 in Year 2, \$5,558 in Year 3, \$6,669 in Year 4 and \$7,403 in Year 5. (Budget Line 114)
- Fundraising in Year 0. The budget has allocated \$750, this total increases to \$2,000 in Year 1-3 and \$3,000 in Year 4-5. (Budget Line 115)
- Athletics in Year 1. The budget has allocated \$5,625, this total increases to \$7,765 in Year 2, \$10,588 in Year 3, \$13,382 in Year 4 and \$18,941 in Year 4 and \$14,805 in Year 5. (Budget Line 117)

JPA has made assumptions as it relates to facility operations and maintenance from Year 0-5. These totals can be found in Budget Line 134. Below is a breakdown of these totals.

- Insurance in Year 0. The budget has allocated 7,500, this total increases to \$15,000 in Year 1, \$20,706 in Year 2, \$28,235 in Year 3, \$35,686 in Year 4 and \$50,510 in Year 5. (Budget Line 125)

- Facility Lease in Year 0. The budget has allocated \$19,650, this total increases to \$235,802 in Year 1, \$308,901 in Year 2, \$379,948 in Year 3, \$406,545 in Year 4 and \$491,919 in Year 5. (Budget Line 127)
- Maintenance in Year 0. The budget has allocated \$1,667, this total increases to \$15,000 in Year 1-2, \$30,000 in Year 3-5. (Budget Line 128)
- Security Services in Year 1. The budget has allocated \$5,000 for Year 1-2, this total increases to \$10,000 in Year 3-5. (Budget Line 129)
- Utilities in Year 0. The budget has allocated \$5000, this total increases to \$45,000 in Year 1-2, \$90,000 in Year 3-5. (Budget Line 130)
- Trash/Waste Removal in Year 1. The budget has allocated \$1,125, this total increases to \$1,553 in Year 2, \$2,118 in Year 3, \$2,676 in Year 4 and \$3,788 in Year 5. (Budget Line 132)
- Landscaping in Year 1. The budget has allocated \$3,000 for Year 1-5 (Budget Line 133)

Revolution's goal is to ensure financial stability through our growth as a campus. It can be noted that through solid planning our campus increases its days cash amount yearly as we grow from Year 1 to Year 5.

Our board will help to guide our decision making as it relates to our budget. Based on our enrollment projections we do not foresee any deficits during our first 5 years. Our board will also oversee finance to ensure that there is no fiscal waste or fraud. Our board has a clear understanding of their fiduciary responsibility and hold themselves to a high standard as it relates to both Revolution Public Schools and S.H. James Preparatory Academy.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."



CHOOSE *to* SUCCEED

January 6, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave.
Austin, TX 78701

Re: Commitment of Start-Up Funds to S.H. James Preparatory Academy

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed is pleased to commit start-up funds in the amount of \$50,000.00 to S.H. James Preparatory Academy. These funds will cover costs associated with the 2021-22 planning year as S.H. James Prep works toward opening its first campus in San Antonio in August 2022.

Relevant grant restrictions are:

- 1) S.H. James Preparatory Academy must maintain its 501c3 status;
- 2) This grant is contingent upon securing a Generation 26 Texas charter; and
- 3) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of S.H. James Preparatory Academy. We expect it to be a valuable addition to San Antonio's educational options.

Sincerely,

Tom Torkelson, CEO

cc: Steve C. Lewis, Chairman



GEORGE W. BRACKENRIDGE
FOUNDATION

November 11, 2020

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Re: Commitment of Start-Up Funds to S.H. James Preparatory Academy

Dear Commissioner Morath and Dr. Ellis:

The George W. Brackenridge Foundation board of trustees is pleased to pledge a one-time grant of \$50,000.00 to S.H. James Preparatory School to meet the needs of their 2021-22 start-up year, which precedes the opening of their first campus in San Antonio in August 2022.

Relevant grant restrictions and contingencies are:

- 1) S.H. James Preparatory Academy, dba Revolution Public Schools, must maintain its 501c3 status;
- 2) S.H. James Preparatory Academy, dba Revolution Public Schools, receiving a Generation 26 charter as awarded by the Texas Education Agency;
- 3) Funds will be distributed in either 2021 or 2022, at the discretion of the Foundation; and
- 4) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of S.H. James Preparatory Academy. We expect it to be a valuable educational option for San Antonio families.

Sincerely,

Victoria B. Rico
Chairwoman & Trustee

cc: Randy J. Boatright, Trustee
David H.O. Roth, Trustee
Nora J. Walsh, Executive Director

Attachment 34: Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 2) found at http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

Audit reports are not required for organizations that are less than one year old or for established organizations with no financial activity to date. If an audit report is not available, provide an unaudited financial report that includes from inception to date, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

No audit report is available since the organization is less than one year old.

Revolution Public Schools
Unaudited- Statement of
Financial Position
As of January 15, 2021

	2020	2021
Assets		
Current Assets		
Cash and cash equivalents	\$ 0	\$ 0
Accounts receivable	0	0
Prepaid expenses	0	0
Total current assets	0	0
Property and Equipment, net	0	0
Total Assets	\$ 0	\$ 0
Liabilities and Net Assets		
Current Liabilities		
Accounts payable	\$ 0	\$ 0
Accrued liabilities	0	0
Deferred revenue	0	0
Current portion of long-term debt		
Total current liabilities	0	0
Long-Term Debt	0	0
Total Liabilities	\$ 0	\$ 0
Net Assets		
Without Donor Restrictions	0	0
With Donor Restrictions	0	0
Total Net Assets	\$ 0	\$ 0
Total Liabilities and Net Assets	\$ 0	\$ 0

Revolution Public Schools
Unaudited Statement of
Activities
As of January 15, 2021

	Without Donor Restrictions	With Donor Restrictions	Totals	
			2020	2021
Revenues				
Local support:				
Contributions	\$ 0	\$0	\$ 0	\$ 0
Fund-raising activities	0	0	0	0
Interest and other income	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total local support	0		0	0
State program revenues:				
Foundation School Program		0	0	0
Other State Aid	<u></u>	<u>0</u>	<u>0</u>	<u>0</u>
Total state program revenues		0	0	0
Federal program revenues:				
ESEA Title I Part A		0	0	0
ESEA Title X		0	0	0
Child Nutrition	<u></u>	<u>0</u>	<u>0</u>	<u>0</u>
Total federal program revenues		0	0	0
Net assets released from restrictions: Restrictions satisfied by payments	<u>0</u>	<u>(0)</u>	<u>-</u>	<u>-</u>
Total Revenues	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
Expenses				
Program Services:				
Instruction and Instructional-Related Services	\$ 0		\$ 0	\$ 0
Instructional and School Leadership	0		0	0
Support Services:				
Administrative Support Services	0		0	0
Ancillary Services	0		0	0
Support Services–Non-Student Based	0		0	0
Support Services–Student (Pupil)	0		0	0
Fund Raising	<u>0</u>	<u></u>	<u>0</u>	<u>0</u>
Total Expenses	<u>\$ 0</u>	<u>\$0</u>	<u>\$ 0</u>	<u>\$ 0</u>
Change in Net Assets	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Assets, beginning of year	<u>0</u>	<u>-</u>	<u>0</u>	<u>-</u>

Net Assets, ending of year	<u>\$ 0</u>	\$ 0	\$ 0	\$ 0
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Revolution Public Schools
Unaudited Statement of Cash Flows
As of January 15, 2021

	<u>2020</u>	<u>2021</u>
Cash flows from operating activities:		
Foundation School Program payments	\$ 0	\$ 0
Grant payments	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Payments to vendors for goods and services rendered	0	0
Payments to charter school personnel for services rendered	0	0
Interest payments	<u>0</u>	<u>0</u>
Net cash provided by operating activities	<u>0</u>	<u>0</u>
Cash flows from investing activities:		
Purchase of land and building		0
Purchase of equipment	<u>0</u>	<u>0</u>
Net cash provided by investing activities	<u>0</u>	<u>0</u>
Cash flows from financing activities:		
Issuance of long-term debt		0
Principal payments on long-term debt	<u>0</u>	<u>0</u>
Net cash provided by financing activities	<u>0</u>	<u>0</u>
Net increase in cash	0	0
Cash at beginning of year	<u>0</u>	<u>0</u>
Cash at ending of year	<u><u>\$ 0</u></u>	<u><u>\$ 0</u></u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 0	\$ 0
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	0	0
(Increase) Decrease in assets:		
Accounts receivable	0	0
Increase (Decrease) in liabilities:		
Accounts payable	0	0
Accrued liabilities	<u>0</u>	<u>0</u>
Net cash provided by operating activities	<u>\$ 0</u>	<u>\$ 0</u>

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2019, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2019, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2019."

No documents are being provided because the sponsoring entity was incorporated after January 1, 2019.

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. A screen shot of the form will not fulfill this attachment requirement.

For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

The organization is less than one year old and thus a Form 990 is not available.

LETTER OF SPECIAL ASSURANCES

Sponsoring Entity:

Proposed Charter School Name:

*The Board Chair of the proposed sponsoring entity shall initial **all** assurances within this document to confirm awareness and understanding of responsibilities established herein.*

Initial by each blank line in blue ink

Open Meetings Requirements

MSD 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 will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

MSD 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 that were proposed and approved in the application for charter.

Public Information Requirements

MSD The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

Criminal History Check Requirements

MSD 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 a 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.

Annual Training Requirements

MSD 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.

Residential Facilities Monitoring (RFM) System

msH 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 Residential Facilities (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.

Special RF Training

msH 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.

Admission and Enrollment

msH 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.

msH 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.

msH 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.

msH 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.

msH The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

Public Meeting(s)

MSH The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E5 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

Withdrawal and Expulsion

MSH 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.

MSH 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.

MSH 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).

MSH 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).

Ready to Open Check-List

MSH The proposed charter holder understands, upon approval and award of charter, that a ready-to-open check list may be required to be completed prior to final approval for the opening of any campus.

Postponement of Opening

MAH The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

Federal and State Funding

MAH 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.

MAH 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.

MAH 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.

Federal Charter School Program Grant

MAH The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

MAH The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

MAH The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 26 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.

MAIT The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds.

Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

MAIT The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

MAIT The applicant provides assurance that it has, or will have before serving students, on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing and Administration request a copy, the applicant will provide such copy immediately.

MAIT According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

The term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition

- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law; and
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

Required Disclosure

MD 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.

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.

Milton B. Harris

Printed Name of Sponsoring Entity Board Chair

[Signature]

Signature of Sponsoring Entity Board Chair

Jun 20, 2020

Date

ADDENDUM

Charter School Program Start-Up Grant

Priority Point

- ☐ The applicant proposes to open the charter school in a [Qualified Opportunity Zone](#).

The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

Narratives

EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.

In 1959, Angela James was part of a group bussed from the Eastside of San Antonio to integrate San Antonio Independent School District (SAISD) at Jefferson High School. She was told she could not compete with white students, but she went on to graduate at 16. Her father, The Rev. Dr. S.H. James, was a pastor, a civil rights leader, and the first Black City Councilman for San Antonio in 1965. He was the force behind desegregating the city, and once said, "The ultimate goal is the day when every little boy and every little girl can feel, as I deserve so shall it be, as I merit it, the door is open. Just by accident of birth, I'm not hindered or barred."¹

This passion for equity and desire to conquer the "impossible" has inspired Revolution Public Schools (RPS) and their first campus, S.H. James Preparatory Academy (JPA), which proposes to launch within a 10-mile radius of the 78210 zip code. Revolution Public Schools is a startup organization dedicated to providing equity for its students and their community. We begin this mission with S.H. James Preparatory Academy. RPS believes (1) All students are inherently brilliant, creative and able to achieve without limits, (2) An educational revolution is needed to change the reality for our most at-risk students, (3) Recognizing students' history, culture, identity, interests, social and emotional needs are also essential to their academic success, (4)

¹ San Antonio Express News 12/5/65

Our students deserve to live out their dreams not see them deferred, (5) Equity is not an option.

Mission-

The mission of S.H. James Preparatory Academy is to mobilize 5th-12th grade students using a personalized, literacy-based curriculum to cultivate self-aware, innovative thinkers with an entrepreneurial mindset who are civic and global leaders of the future.²

Vision-

Our vision is to be a community school that creates equity through culturally and historically responsive approaches to academic excellence which will provide accessible pathways to long term success for our students, their families and communities.³

At S.H. James Preparatory Academy (JPA), we believe in and value the culture, voices and innate abilities of young people. Our mission and vision focus on providing a launching point for students to explore their culture, history, talents, skills, aspirations and voice through leadership and activism. This idea is especially relevant as it relates to students of color who have traditionally been exposed to an academic environment that does not reflect their experience, personal needs or styles of learning. In place of providing students with an education that narrows their perspective and focuses on rote skill mastery, we believe that it is the role of an institution to allow students to have agency over their learning to open the doors for self-empowerment, self-determination and self-liberation. In grounding ourselves in a culturally and historically responsive approach to academics, our school can act as a hub for knowledge and freedom for our students and their community.

In order to effectively accomplish our mission and vision, we have implemented three design principles that will act as a foundation for student achievement:

- (1) Social Emotional Health and Wellness
- (2) Culturally and Historically Responsive Literacy
- (3) Community Based Entrepreneurism

James Prep Curriculum

JPA will use curriculum and instructional strategies that are rigorous, comprehensive, high quality, research based and grounded in the Texas Essential Knowledge and Skills (TEKS). We will create structures to ensure horizontal and vertical alignment, such as our weekly grade level instructional planning sessions led by our instructional lead team (Principal, AP, instructional coaches) and our weekly content area PLCs lead by the SPED team in conjunction with our content area teacher leaders. These meetings will focus on the review of relevant data,

² <https://www.shjamesprep.org/>

³ <https://www.shjamesprep.org/>

best practices, cross curricular learning opportunities, student progress, differentiation, student needs, resources and staffing. Curriculum selection and implementation will first consider creating an environment which amplifies the lens through which students will see, discover and learn about the world.

Given JPA's focus on Culturally and Historically Responsive Literacy (C/HRL), it is important to state that very few established and research-based curriculums fit this need. JPA has selected quality and research-based curricula, which will be supplemented with foundations from the C/HRL Framework. In this process, we will use texts, resources and training from experts such as Zoretta Hammond, Dr. Gholdy Muhammad, Edward Fergus, Glenn Singleton and others who have conducted in depth research as it relates to academics, learning, culture and data analysis for children of color. In embedding these philosophies in tandem with our chosen curricula, we will implement a framework that is grounded in the need to provide students with education based in (1) Identity, (2) Skills, (3) Intellectual Pursuits and (4) Criticality.

JPA believes that true achievement must be based on the teacher's ability to foster Academic Success, Cultural Competence and Sociopolitical Consciousness in our students. Geneva Gay defines cultural responsiveness as "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" ⁴ We thrive to ensure that our students' culture, race and history are present in all aspects of learning. We also believe that this learning must be based on cross curricular literacy that allows students to build identity, skills, intellect and the ability to analyze information through a critical lens. This approach is based on the need to increase student agency, discourse and research, which are skills needed for success in college and beyond.

We must ensure two major factors are in place: (1) The presence of high quality TEKS and research-based curricula that can be adapted to fit this philosophy. We will work with partners who have seen success such as The Gathering Place (San Antonio), Compass Rose (San Antonio), San Antonio Prep (San Antonio), Williamsburg High School for Art and Technology (New York) to ensure that our model meets both the quality and rigor needed for our students; and (2) Adequate collaboration and planning time through Professional Learning Communities for content and grade level teams. The ability for our staff to adapt curricula that allows students to explore topics at depth across content will increase engagement and their ability to grasp difficult content. For example, staff could create a cross content project where students study the Flint Water Crisis by reading and analyzing articles in ELA, use percentages and ratios to discuss the relationships between water quality, race and income in Math, study the effects of lead and other contaminants on the body in Science and study the history and impact of water quality issues on communities throughout the US in Social Studies. Culminating in an inquiry-based presentation that incorporates multiple skills and allows students to voice their opinions based on facts and evidence.

⁴ Cultivating Genius

Below you will find an overview of core content learning goals, expectations and proposed curricula, along with a course catalogue found in Attachment 26 for each grade level at JPA.

ELA- We will focus on skill and intellect development through the lens of research and critical analysis. This work will be driven using the components of the **readers and writer's workshop**. In which students will participate in: (1) an introductory minilesson, (2) individual or small group worktime, (3) teacher conferencing, (4) mid lesson teaching points and extensions and (5) group discussion to close out the lesson. Starting in 5th grade, students will begin to build research and writing skills through examining literature in multiple genres. Students will interact with core curriculum, novels, texts, magazines, newspapers, blogs, online news sources, graphic novels, films, comic books, art, poetry, etc., to develop knowledge, foster discourse and deepen phonetic and grammar skills through the written word. These pursuits will be supported by our elective courses based in grade level TEKS. Students will exhibit success by displaying the ability to show an in-depth analysis of texts in and across genre, with a critical lens in their analysis and the ability to transfer it into written form that is clear, focused and displays mastery. These skills will extend into High School where students begin the process of using text, speech and the written word to challenge ideals and philosophies. This coursework will be based in state standards, extend into future aspirations and provide practical application of skills.

For our ELA core coursework, we will implement the Savvas MyView and MyPerspective Literacy Curriculum. The MyView Curriculum will be used for 5th grade and the MyPerspectives curricula for 6-12. This curriculum is completely based in Texas Essential Knowledge and Skills. This curriculum, as reviewed by edreports.org, was rated as Meets Expectations. In the review breakdown, it received 40 of 42 points for Text Quality, 30 of 32 points for Building Knowledge and 30 of 34 points for Usability.⁵ In Middle School we will use the My Perspectives Curriculum which is also based in TEKS. This curriculum was also rated as Meets Expectations by edreport.org. It received a 36 of 36 for Text Quality, a 32 of 32 for Building Knowledge and a 34 of 34 for Usability Rating giving it perfect ratings across the board.⁶ Additionally, the High School MyPerspectives curriculum received perfect scores from edreports.org.⁷ We will use guidance from the College Board criteria for resource acquisition when creating any AP courses for High School. (Budget line 100)

After careful research of multiple ELA curricula, we landed on this curriculum for multiple reasons. First, was the presence of more diverse authors, text and subject matter in the base curriculum. Secondly, the foundational components of the curriculum lend themselves to **Project Based Inquiry** connects directly to our cross curricular focus. The curriculum also has foundations in the Reading and Writing Workshop. The final deciding factor is related to our push for culturally and historically responsive literacy. This curriculum provides a seamless

⁵ <https://edreports.org/reports/detail/myview-literacy-2020-5>

⁶ <https://edreports.org/compare/results/ela-38>

⁷ <https://edreports.org/compare/results/ela-hs>

marriage of our approach and this research-based curriculum. For example, 6th grade Unit 1 is based on *Brown Girl Dreaming* by Jacqueline Woodson, a novel written in verse that discusses identity for black and brown children during the heights of the Civil Rights Movement in America. As an extension of the novel excerpts provided in the textbook, student would read the novel and use alternate text including supplemental poetry, music and short stories that explore the concept of identity. Culminating in students being assessed on presented skills and creating *Where I'm From* Poems as an extension of the unit. The curriculum also accounts for the needs of diverse student populations with its focus on whole and small group instruction coupled with the workshop model which supports struggling readers with teacher or peer led and individual learning opportunities.

Math- Our Middle School Math model will be based in **Cognitively Guided Instruction** (CGI). This approach focuses on problem solving and conceptual understanding of foundational math. The framework presents students with problems that they can approach with support and work to solve, culminating in whole group discussions. This will be especially effective as we project our incoming students will have severe deficits in Math. This research-based approach addresses multiple issues that may arise within the classroom such as: (1) ability ranges, (2) basic concept deficiency, (3) language, (4) lack of challenge, (5) lack of engagement, (6) learning disabilities, etc.⁸ By using this approach, we can meet students where they are and extend/intervene as appropriate. This will be an effective model with our staffing model (teacher/co-teacher and SPED/ELL support) for Math in Middle School classes. For High School, we will focus on an **accelerated Math model** that is based in deep and conceptual understanding, problem analysis, solving, logic and critical thinking. These concepts will be buffered by real world experiences that provide access to long term professional success in careers that utilize the skills. We will incorporate experiential learning opportunities such as internships, consultancies and field experiences to enhance and extend the curriculum at all levels.

For our Math Curriculum, we will use Ready Classroom Mathematics for 5th grade. This curriculum is based in TEKS and gives attention to the need to develop conceptual, procedural and fluency skills. This curriculum will be compatible with our Middle School focus on CGI, as it has a strong basis in grade level standards but allows teachers to remediate and intervene with students with severe gaps. Edreports.org gives this curriculum a 14 of 14 in focus and coherence, 17 of 18 in rigor and mathematical practices and 38 of 38 in usability, which is categorized as Meets Expectations. For grades 6-8 we will use Open-Up Resources, which is a product of Illustrative Math. This curriculum is based in conceptual learning and incorporates foundations of CGI in its daily work. This curriculum also incorporates practical application and discussion daily. This curriculum also allows for real time daily intervention and extension as each standard is forward and backwards mapped as an added resource. Additionally, our Executive Director has used this curriculum at previous campuses and has TEKS crosswalks for

⁸ <https://mathematize.org/about/cognitively-guided-instruction/>

grades 6-8. While at these campuses, he personally experienced student growth and worked directly with Open-Up to provide professional development for staff. According to edreports.org, the curriculum receives a perfect score in both focus and coherence and rigor and mathematical practices, with a 37 of 39 in usability. For High School we will use Kendall Hunt's Illustrative Mathematics Traditional; edreports.org gives this curriculum a perfect score across the board. Much like the previous curriculum, this version focuses on the conceptual application of learned skills. Using this curriculum will build on the development that students received in Middle School. These curriculums will be further extended by our focus in C/HRL by including a focus on important mathematical contributions and practical applications of skills in cross curricular projects. For example, when studying coordinates students could learn about the National Advisory Committee for Aeronautics' West Area Computing group, which was led by Katherine Johnson. These curriculums will be beneficial for our student populations because of their focus on building foundational skill and focus on intervening with students with severe gaps. These curricula have been accounted for in line 100 of our budget.

Social Studies- Our Social Studies program will serve very distinct purposes at our campus: (1) Social Studies will be based in literacy to support ELA programming. ELA and SS teams will have common planning time each Friday to prepare for the coming week. During these sessions they will share standards, resources, techniques and tools to maximize instructional time and get students to mastery of skills. This process will create cross curricular alignment that gives students consistency in instruction and methods. This approach will be based in literary analysis, discourse and writing, much like our ELA coursework. (2) The need to take a critical approach to learning in Social Studies coursework. In creating an environment where students use multiple sources to gather and interpret information, we can build classrooms where student thought drives the learning environment. In context, students can study slavery in early America based on the descriptions from their textbooks, in conjunction with cultivated writings from political leaders, slave owners and abolitionists, relevant propaganda from the time along with a novel study of the *Narrative of the Life of Frederick Douglass*. This format will be consistent throughout any social studies or history coursework for students in Middle or High School at JPA to foster Cultural Competency and Sociopolitical Consciousness.

Based on the framework above, selecting a Social Studies curriculum requires attention to detail in content. Especially considering traditional texts may act in conflict with the foundations of C/HRL. With these considerations, we have chosen the McGraw Hill series of History Curriculum. This curriculum provides a moderately diverse perspective of history. The curriculum is based in Texas Essential Knowledge and Skills and will work well with our focus on taking a critical lens as it relates to discussing history throughout the world. This curriculum was selected because of its open opportunities to extend conversations on topics such as colonization and slavery. This gives our staff the space to create realistic conversations around the lasting impact of these events and spotlight the significant accomplishments of various cultures that may not traditionally be spotlighted in curricula. For example, students studying the early European explorer's "discovery" of America. Students can use the information

provided in the text and extend the conversation to discuss what factors made Indigenous people more susceptible to being conquered by the “explorers”. They could also extend the conversation into modern concepts such as the lasting impact of European colonization or how gentrification relates to Indigenous people’s experiences. Our goal is to ensure that our students are exposed to a well-rounded version of history. One that speaks of the contribution of their communities and cultures to the world. We will do this by using supplemental resources from organizations such as Facing History and Ourselves, the Zinn Education Project, the 1619 project, etc. We will also supplement with regular novel studies much like the example discussed previously. (See budget line 100)

Science- Our science coursework will act as a support for our Math department. Additionally, it will act as a bridge into STEAM by creating practical learning opportunities for students. Students in Middle school will extend their use of the CGI process into science classes that make math conceptual and hands-on to increase exposure, engagement and critical thinking. Students will additionally have regular science lab opportunities that extend and intervene with students based on their specific needs as determined through data analysis. Our Math and Science teams will mirror the planning processes discussed for our ELA/SS teams above. As we extend into High School, students will continue to explore access to skills that are transferable into STEAM careers. To do this we will focus on programming that extends beyond traditional science course work that traditionally utilizes “demos” and experimental lab work. We will incorporate authentic lab opportunities that expose students to skills that will translate into realistic working environments. This process will move students past the observation of science and into the discovery processes within the scientific method.

For Middle School Science, JPA will use the Amplify Science curriculum. The 6-8 curriculum was the highest rated Science curriculum by edreports.org and Met Expectation. These curriculums have also been used at previous campuses by our Executive Director. In these experiences, students with comparable demographic backgrounds saw growth and displayed engagement within the curriculum. These curricula are focused on grade level standards and provide ample opportunity for students to engage in the scientific method with hands-on activities that push thinking and foster discussion within the classroom. For High School students, we will use McGraw-Hill’s Inspire curriculum. This curriculum was chosen for its instructional model, which promotes student led activities and creative problem solving. The curriculum also focuses on differentiated instruction, project based learning and interactive simulations, collaboration, STEM components and Learn Smart technology that provides personalized instructions and learning objectives for students. (See budget line 100) As mentioned previously, any AP coursework will be created based on College Board criteria. Additionally, these curricula will work well with our focus on culturally and historically responsive literacy. For example, students studying chemical reactions can read about food chemistry and how our bodies react to certain foods and chemicals in our food or read about the use of chemical warfare during international conflict to extend into Social Studies.

ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

Instructional Lead Team Overview

RPS will launch JPA with the following Year 1 Founding Instructional Lead Team. Please find a brief description of each position below with a full job description available in Attachment 18.

Campus Principal- Campus Principals are instructional and operational leaders who coach and develop staff, teachers and lead team members at their school to achieve ambitious goals.⁹ Principals are focused on excellence, continuous improvement and culture. They support these values through their actions and attention to detail. They create a safe learning environment and set performance goals both for students and teachers and oversee the process so that those goals are attained.¹⁰ (See budget line 32)

Special Populations Lead- The Special Populations Lead is responsible for overseeing, planning, developing, coordinating, and assessing all Special Populations staff. The position requires the Lead to conduct job training, coaching, observation, professional development, collaboration with other instructional and campus teams in order to provide services for all students in special populations. (See budget line 33)

SEL Lead- The SEL Lead oversees a broad range of psychological, community outreach, behavioral and SEL instructional services, including but not limited to psychological testing, consultation and counseling of students, student behavior management and proactive behavior systems, staff training, cultivating and maintaining relationships with community networks and resources and parent engagement initiatives. (See budget line 33)

The campus will add an **Assistant Principal** during Year 1. Assistant Principals are instructional leaders who manage, coach and develop staff and teachers to achieve ambitious goals. They monitor, analyze and plan to improve the progress of staff and students at their campus. (See budget line 32)

Please reference the 6 Year Organizational Charts (Attachment 13) to see the plans for expansion of the campus leadership teams to add additional Assistant Principals based on grade level and student enrollment.

⁹ <https://jobs.jobvite.com/ideapublicschools-english/job/oYqqefwM>

¹⁰ <https://resources.workable.com/principal-job-description#:~:text=What%20is%20a%20principal%3F,that%20those%20goals%20are%20attained.>

Financial Management Overview

In this section (accompanied by relevant attachments) RPS will outline a clear structure and timeline as it relates to hiring financial managers at its founding campus. In creating these structures, we have considered factors such as budget development, financial management, accounting and internal controls, fundraising, grant writing, etc. In addressing the founding year for JPA, our Executive Director will oversee organization financing. Anthony Gordon has 8 years of experience creating and managing budgets, fundraising development and management, and budget oversight both as a teacher and leader. Gordon will coach campus-based leadership to manage finances. Gordon will also continue his own personal development in operations, finance and facilities by working with local mentors, personal professional development, evaluation and coaching practices. In order to ensure that all structures are implemented successfully the campus will hire an Operations Manager at campus to oversee day to day financial matters. The Operations Manager position (starting in Year 0) will require a depth of knowledge in school-based finance oversight, and experience with areas such as purchasing, contracting, human resources, policy, payroll, marketing, tax law, etc. will also be preferred qualifications. The Operations Manager will act in tandem with the Executive Director. RPS will also work to develop operations staff just as it will with instructional staff and create a tiered development system much like those discussed in both the teacher and instructional leader sections. Our campus will create a sound budget which create stable habits for the longevity of the campus.

Operations Management Overview

In this section (accompanied by relevant attachments) RPS will outline a clear structure and timeline as it relates to operations at its founding campus with details on initial expansion over the first six years of existence. In considering these positions we have considered general operations, facilities acquisition and management, talent management, policy implementation, contract management, PEIMS reporting, recruitment and school safety. The operations team will be overseen by our Executive Director who will work with all campus level leadership to ensure that the campus is growing and that all leaders are consistently coached and developed. The operations team will be led by the Operations Manager. The Ops Manager will be responsible for overseeing all facilities management protocols. Directly or indirectly overseeing office management, reception, SIS coordination, recruitment and registration, transportation, facilities, maintenance, nutrition, IT, PEIMS, parent communication, etc. The Operations Lead Team will also consist of the following positions who work directly with the operations manager to ensure that all financial and operations functions of the school are sound. (1) Office Manager- Leads all inner office functions: attendance, SIS, reception, PEIMS, record keeping, communication, event planning, safety, intake, inventory, etc. (2) Nutrition Manager- Responsible for managing daily nutrition programming and leads kitchen staff in implementation, (3) IT Manager- Oversees all technology implementation, distribution, troubleshooting, safety and integration, (4) Maintenance Team- a group of full and part-time

employees who maintain and keep the campus safe and (5) Business Manager- duties and explained earlier in this section. Please find a brief description of each operations lead team position below. The full job description can be found in Attachments 20 and 21.

Operations Team

Operations Manager Role Description: The Operations Manager is the business operations leader for a school, managing all non-instructional functions, services, and staff so that the instructional team can focus on teaching and student achievement. The Ops Manager ensures that the school is managed with operational excellence and fiscal prudence by creating, refining and implementing policies and systems while upholding the mission of Revolution Public Schools. (See budget line 35)

Office Manager Role Description: The Office Manager plays a central role in ensuring an orderly, responsive, and open school.¹¹ In addition to maintaining the school's administrative systems and routines, the Office Manager functions as the primary contact person for all the school's constituents. In this role, the Office Manager must be able to communicate effectively with students, staff, families, trustees, donors, and visitors.¹² (See budget line 36)

PEIMS Coordination

JPA will employ a PEIMS Coordinator at the campus for Year 0. This appointment will be essential especially as the school implements its recruitment, registration and processing systems. For specific salary ranges please see Attachment 21 and the PEIMS Coordinator Job Description. The coordinator will undergo extensive training and be connected with a network of mentors from surrounding organizations to ensure that best practices are shared and revised to fit campus needs. For example, PEIMS and front office staff will attend training provided by TEA, Region 20 in San Antonio and any auxiliary training that may be available. Additionally, our Executive Director will use established relationships to create a network of mentors to provide support for our PEIMS Coordinator at a founding campus. These relations may manifest in opportunities to observe established campus's PEIMS Teams, Shadowing, Mentoring and Coaching of staff beginning in Year 0 and extending into and beyond campus launch. All budgetary considerations for these training will be considered under the Operations Team Professional Development Budget. (See budget line 36)

Revolution Partners

In proposing this campus, we have fostered multiple avenues for support, input and collaboration. This process can be best described in terms of a 3-avenue approach. (1)

Fellowships- The most significant partnerships that have been established, as it relates to this proposal, are the 2 school launch fellowships that the Executive Director is involved in. The first

¹¹ <https://jobs.smartrecruiters.com/UncommonSchools/743999726124504-office-manager>

¹² <http://hendersoncollegiate.org/careers/founding-elementary-school-office-manager/>

is the EdLaunch 210 program with City Education Partners (CEP). This group, in collaboration with Good Reason Houston (GRH), has provided consistent programming, consulting, coaching, resources and diverse learning opportunities related to launching an equitable, high level educational organization. The fellowship is also valued at \$250,000 when accounting for all programming and supports provided during the application year. This program has been underway since July 2020 and will run through June 2021 as a full-term fellowship. Even after approval this program will continue to support the organization through networking opportunities, access to facilities, learning opportunities mentoring, employee databases and coaching. Additionally, our Executive Director has been accepted to the High Tech High New School Creation Fellowship. Much like the CEP programming, this program will provide specific programming as it relates to creating highly equitable programming for students. This program also opens us up to a national network of individuals creating innovative academic opportunities that can share best practice and experiences, whether it be excellent school visits or effective instructional and cultural practices. This program is a two-year program and will be a part of the planning process through Year 0. The program additionally contributes a \$10,000 grant specifically allocated for campus-based initiatives. In conjunction with each of these programs we have also had an opportunity to work with an extensive list of consultants who have worked with us to build out and iterate our plans, mission and vision for RPS and JPA. During the fellowship the following individuals and organizations provided programming: Transcend and Disruptive Partners- School Design, Mission, Vision, Design Elements, Instruction Partners- Curriculum and Instruction, Ensemble Learning, Relay Lab Schools and NCSECS- Supports for Special Populations, Cambren Lane and Transcend- School Culture and Safety, Innovative Public Schools- Family and Community Engagement, Empower- Board Structure and Qualifications, Oak Tree- Proposed Leadership Team, Cambren Lane and Oak Tree- Performance Management, Talent Management and Professional Development, Cambren Lane- School Calendar, Schedule, Student Recruitment and Enrollment, Building Hope- Facilities, 4Mativ- Transportation, Building Hope and Open Architects- Financial Planning and Michelle Doane- General Charter Application Development. (2) **Programming Partners-** In building out the innovative processes that will be the foundation of our campus culture it was important to have discussions with individuals who can act as collaborators or provide input using techniques which have fostered success in the past. In considering this we must consider the following categories and individuals or organizations who have made contributions. **Mental Health;** with SEL being a foundational part of our programming we were able to connect with Usawa Mental Health Services and their founder Lesley Smith-Lanier, who is a member of our community design team and was a panelist for our September panel, has provide great insight into potential fiscally responsible staffing models and approaches to teach emotional intelligence as a skill; **Entrepreneurial and Design Thinking experts;** for this fundamental component it was important for us to expand our network both locally and nationally to determine effective processes for programming. This process began with contacting the Nuvu Innovation School in Cambridge, MA. They were able to provide detailed programming methods, data and resources for our team. They also provide extensive training

and professional development for staff along with a worldwide network of students for our students to learn alongside and in collaboration with.

Additionally, we have connected with Northeastern University's Student Co-op program. This connection has fostered an opportunity to work with the University as a program mentor and thought partner. These national programming partners are bolstered locally by support from organizations such as Geekdom, The Impact Guild, The Boardroom Project, STEP ORG, Victoria's Visionary Workshops and Spurs Give, who have all discussed working with our campus as program partners and mentors, or participating in our Flex Friday workshops.

Student Enrichment opportunities: our goal is to ensure that students have access to high quality social and academic enrichment opportunities. With this in mind, we have begun to foster relationships with local organizations to ensure that our students have access. Some of those partners include The Carver Community Cultural Center, CREA Curriculum Consulting, Write Art Out, Andrea "Vocab" Sanderson- San Antonio Poet Laureate, Black Outside, Inc and Camp Founder Girls, Sustainable G's, Summer of Service and StumbleWell Production.

Instructional Support; This is another area that has been influenced both nationally and locally. On a national level, our foundation in Culturally and Historically Responsive Literacy has connected us with the author and authority on the framework, Dr. Gholdy Muhammad, and her company, Hill Pedagogies. Through this relationship, we have connected with educators across the country who are currently successfully implementing the program. An example of this was my initial meeting with the Superintendent of Brooklyn North High Schools and the principal of Williamsburg High School for Art and Technology, which led to virtual observations and the receipt of full google classroom folders with instructional materials that have acted as a foundation for forming our curriculum selection and supplemental practices. Locally, we connected with Assessment Intervention Management, LLC (A.I.M.), San Antonio Leaders and Teachers and multiple local schools and leaders, as will be discussed later in this section.

Community Outreach initiatives; Locally, we have worked with 100 Black Men of San Antonio, Families Empowered, A Better Chance for Youth Futures Inc., MOVE Texas and Spurs Give.

Organizational support for financial considerations; to date we have garnered support from the Brackenridge Foundation and Choose to Succeed, who have each pledged \$50,000 in startup funds upon state approval. This totals \$100,000 in startup funds, as displayed in Attachment 33.

(3) **Mentor Networks-** One area which has provided a consistent source of quality input is the vast network of educators our executive director has connected with over his career in education. This network spans varied grades, locations, school types and levels of experience. As stated in our ED qualification section, our executive director has had a diverse career in education. Along the way he has continued to foster mentorships and create new ones that ensure that he is focused on continuous personal growth. Many of those connections have led to direct learning opportunities that impact the overall mission and vision for RPS and JPA. A few examples of this network, both locally and nationally, are colleagues at the following organizations: SAISD, IDEA, SA Prep, Prelude Prep, Promesa Academy, The Gathering Place, Compass Rose, KIPP, Great Hearts, Basis and Relay Lab Schools.

Community Partnerships

As we build out our programming especially as it relates to mentoring, enrichment, entrepreneurship, community service, and mental health we will continue to build and foster relationships with community leaders, business owners, organizations and service providers. Our goal is to provide free or low-cost services for our students and families. When approaching community partners, we will always remain transparent in this fact. While we understand that there may be situations where this is not possible, our staff will work with our internal budget as well as seeking out grant or sponsorship funding that can offset any cost where applicable. We have begun to build out a list of organizations who have pledged an interest in collaborating with Revolution and James Prep in one or more of the following avenues: (1) **Student Mentoring Services**- 100 Black Men of San Antonio, The Boardroom Project, The Impact Guild, Geekdom, Spurs Give; (2) **Design Thinking and Community Service**- The NuVu Innovation School, Sustainable G's, MOVE Texas, Geekdom, The Impact Guild, STEP ORG, Spurs Give, Cristina Paints, Burnam Gray, Stumblewell Productions, Victoria's Visionary Workshops; (3) **Enrichment and Arts**- The Carver Community Cultural Center, CREA, Write Art Out, Andrea "Vocab" Sanderson, Black Outside, Inc., Summer of Service; (4) **Student Services**- A.I.M., Usawa Mental Health Services, A Better Chance for Youth Futures Inc., Families Empowered; (5) **Educational Supports and Collaborations**- City Education Partners, Good Reason Houston, San Antonio Prep, Compass Rose, Promesa Academy, The Gathering Place, Northeastern University, Hill Pedagogies, San Antonio Leaders and Teachers, CREA; (6) **Financial Support**- The Brackenridge Foundation, Choose to Succeed, City Education Partners.

PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation of the school design and operation of the proposed charter school.

Community Co-Design

After completing the EdVent Fellowship, Gordon was accepted to be a part of the CEP's EdLaunch Fellowship. Gordon continued community outreach to strengthen the plan for both RPS and JPA. During the fellowship he built two teams composed of community stakeholders to support the school design. The first group was the Community Design Team (CDT). This team consists of 13 San Antonio residents. 11 of the 13 team members currently work or reside on the Eastside or have within the last 5 years. The primary skill sets for the group collectively are as follows: Community Service and Engagement, Business, Non-Profit, Student Culture, Enrichment, Curriculum, School Leadership, Academics, Health and Human Services, Culture, Identity, Diversity, Equity and Inclusion. Seven of the 13 are parents of school age children who

could potentially be impacted by a program such as JPA at some point in their academic career or can provide perspective on what is missing in the grades that we will be serving. To date, the CDT has conducted 4 meetings to discuss specific design elements, provide input, perspective and assistance in refining structures at our campus. For example, the CDT was able to provide detailed input directly to our executive director on specific items such as campus Design Principles, Core Values, Graduate Aims, Discipline and Behavior Management supports, systems and procedures and they provided input in our organization naming processes. This initial team of leaders also includes two individuals who have since become board members based on their work in providing input into the foundation of the campus vision.

The second team was the Project Team. This team ensures that we have consistent touch points with the community using specific design elements to introduce the community to the mission and vision of the organization. The Project Team created a calendar of events for community interactions from August-December 2020. This timeline was built to consider our current reality and the potential for a second wave of the COVID 19 Pandemic. With this we wanted to ensure the ability to have quality interactions that were virtual as much as possible. We also considered the diverse needs of our audiences.

The first event was an expert panel titled Navigating Distance Learning for Families. This event was held live on the JPA Facebook page on September 17, 2020. The panel consisted of experts from local school districts, homeschool, mental health and student art and enrichment to discuss the realities of going back to school during a pandemic. The experts offered advice, tangible tools and resources for parents as students prepared to return to campus. The video had 1,000 views in the first week. The second was September 26, 2020. The student pilot event, Ed Talks, was a virtual career fair for grades 5-8. This event incorporated design principles related to the student experience at JPA, including student agency, enrichment and mentoring. Students were given a pre survey to determine interests and future career aspirations. This data was then used by selected local professionals to conduct interactive sessions with students. The data showed students wanted to interact with a Social Media Influencer, a Chef, a Performance Artist and an individual in the Medical Field. We worked with local organizations, the Impact Guild to recruit local professionals who could create a personalized and interactive session for students. We hosted the sessions via Zoom. Students and adults were given post session surveys to provide feedback. 100% of adults stated that they would partner with us in the future. 90% of students stated they would attend another event and that they would recommend us to a friend.

In October, we worked with Move Texas on three events. Our first collaboration provided resources to high schools to inform and register first time voters. This set of resources was developed by Move Texas and distributed as a resource through the JPA Facebook page, email and direct connection to HS personnel. The second collaboration with Move Texas was a voter registration drive at IKEA in San Antonio, which JPA staff volunteered for. This event was on October 3rd, two days before the voter registration deadline. The final October collaboration

was Teach the Vote 101. This event was a Professional Development that provided resources for educators to discuss the 2020 election in a manner that allowed middle and high school students to gain knowledge about election basics such as the electoral college, election history, voter suppression, etc. The event was attended by several educators for both homeschool, traditional and charter networks. These events were based on our mission to provide information to the community using innovative methods.

The final piece, and potentially most important component, of this process has been continuing to meet 1 on 1 with community members. The leadership team has conducted hundreds of interviews that have impacted the crafting of our schools design. An example of this impact includes incorporating feedback related to graduate aims and school design principles into the development of our campus core values, which are outlined in the School Culture and Safety section of this application. In addition, we used parent input as a framework for our behavior management approach, which takes proactive measures to behavior management in order to prevent student suspension. We spoke with parents regarding behaviors that they perceived would warrant some type of punitive action and any preventative measures that could potentially prevent the behaviors on the front end. From here we crafted our student discipline policies. This is also further outlined in the School Culture and Safety section of the application. Coretta Scott King once said, "The greatness of a community is most accurately measured by the compassionate actions of its members,"¹³ This philosophy reflects our beliefs at RPS. We understand that the community must have a seat at the table for our students and families to have ultimate success.

For promotion of these events, we created email campaigns using Mail Chimp and initiated an aggressive social media campaign on Facebook, where we currently have 532 likes and 560 followers. We also launched our monthly newsletter and website in December. A barrier to community outreach has been navigating the pandemic. The largest fall back relates to those who may have issues with access to technology. For this concern we have recorded any relevant events, so that they can be sent via email or accessed via social media. Additionally, any created resources are still available via email or social media.

Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

Family and Community Engagement Overview

JPA will be a Community School. Our mission is to be an active and impactful part of the community, not simply exist within it. This extends into our Board with Cedric Fisher, who is an

¹³ <https://www.latimes.com/archives/la-xpm-2000-jan-17-mn-54832-story.html#:~:text=%E2%80%9CThe%20greatness%20of%20a%20community,a%20soul%20generated%20by%20love.%E2%80%9D>

Eastside resident, as well as Dr. Milton Harris and Racquel Gilford, who actively work within the community through their nonprofit work. Additionally, we have interviewed countless families from our target zip code to elicit input on our model and vision (also discussed in detail in the Community Engagement section). Moving forward these processes will act as a foundation for our work. We believe that in order for our students to be successful our families must be as well. This process begins with frequent feedback from families. We will use several strategies to gather feedback about programming, as well as strategies to foster genuine parent and community involvement. These strategies are detailed below: (1) **Surveys**- We will have various surveys released to parents to garner feedback on programming throughout the year. These surveys can relate to upcoming elective, enrichment opportunities, campus culture, staffing feedback, trip choices, overall satisfaction, topics determined by the lead team during tactical meetings, outside service needs, community service options, etc. These surveys can be administered virtually or in hard copy and in English and Spanish. In our beginning of the year survey one question will be directed towards the type of communication that is most appropriate for parents and families. This information will be kept in a database that allows for efficient distribution of surveys. We will create virtual and in person Suggestion Boxes monitored by our Operations team to ensure that we are meeting needs that may not be addressed within our survey process. (2) **Community Events**- We will extend our C/HRL programming to our families as well. Our campus will host monthly community events that are open to the community and offer access to knowledge, information, services, opportunities celebrations, etc. For example, we could host a professional enrichment and entrepreneurial start up seminar for parents and families that elicits community organizations such as vendors providing resume writing, recruiting for GED candidates, trade or College Programs, Financial Aid information, a pop-up shop for professional clothing for interviews that have been previously donated; headlined by a guest speaker to discuss opportunities and pathways to starting a small business. These sessions will always consider language barriers by ensuring that translators are available or will be held in separate English and Spanish sessions. This could also be a community fair for Hispanic Heritage or Black History Month that celebrates community and the heroes who have paved paths for people of color throughout history. (3) **Resources and Services**- Our SEL Team will actively seek out free and low-cost services for our parents and families. We will base our research and outreach on data gathered through communication with families (surveys, conferences, suggestions, one on ones, etc.). Our team will focus on seeking support for businesses, nonprofits, outreach programs, health and human service programs, housing, transportation and grants for innovative approaches to change that exist to aid families and communities in need. (4) **Town Halls**- Our campus will hold at least 2 Parent Town Hall Meetings. These meetings will take place in January and June of each year and give parents an opportunity to have an open discussion with campus leadership, regional leadership and board members. These sessions will give the school an opportunity to hear directly from its families about their needs. (5) **Volunteering/Employment Opportunities**- Our campus will offer opportunities for parents and community members to work at the school either in a volunteer capacity or as official employees based on qualifications and clearance. Once these

individuals have passed our screening processes, they can be eligible to work as volunteers in our front office, cafeteria, etc. Community Members may also be eligible for employment for various positions dependent on their qualifications. This can range from being a driver in our van fleet, a lunch monitor, a nurse aide, cafeteria or maintenance staff up to a co-teacher or teacher if they meet criteria for the position. (6) **Community Service**- As we provide programming for our students, we also thrive to reflect this work with our adult populations. Our students will be planning and working weekly on community-based service projects. This work will often culminate in some type of live community workday(s). For these events we will recruit parents and families to be a part of the process. This could manifest as our students planning a community garden and gathering resources and support for the garden. In this case we would recruit volunteers from the community to participate in a Saturday session to build and plant the garden.

TRANSPORTATION

4. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school.

Transportation Overview

RPS will provide equitable school options for students and families, which requires ensuring transportation is not a barrier to access. With this in mind, we will provide a varied approach to transportation that gives our families an option that works best for their realities. At the same time, this approach will allow us to maintain fiscal responsibility in a space that causes budget strain if not effectively managed. Our initial process, like many processes with our organization will have begun with research and data in mind. This is especially important as we finalize our facility's location. In addressing transportation at James Prep specifically we will create a detailed transportation survey that all prospective parents will complete. This survey data will provide a clearer picture in order to making refined decisions on transportation at the campus. This survey will address issues such as: How far do you live from our campus? What is the best option for your student to be transported to school? How long is your students commute to school? Are there any outside factors that affect students commute to school (Work schedule, lack of transportation, etc.)? This survey will give our Ops Team consistent data related to transportation and the options that are most viable for our students and families.

From this data we can begin to implement our comprehensive transportation efforts. There are multiple options that we can consider as options for families. In considering these options we have examined a few factors: (1) Does a student have a more than 30-minute walk to school, (2) does the student have longer than an hour bus ride, (3) does the student have more than one bus transfer in their commute, (4) is their walk to school a safe pathway, (5) what is the average distance for our students to travel to campus. After considering these factors we have assumed the following options that our school community will use to get students to school. (1) Parent

Drop Offs, likely the most popular option for families, (2) Walkers, many of our students may live in close enough proximity for their students to safely walk to school. This is an option that we will champion as appropriate for families. We will additionally work with the community to ensure that students are safe on their way to and from school. For example, our community engagement team can create a walking bus for areas that may be considered unsafe for student travel. This system would allow parent volunteers to work with campus staff and community members to create safe drop off zones where students can walk in groups with volunteers and campus staff to ensure safe travel. (3) Public Transit Passes, for families with longer commutes our campus can work with VIA to acquire bus passes for our families. This is a courtesy that we can extend to parents who would like to ride alongside their student to ensure their safety to and from school. This is a concept that is especially important for our younger middle school students who may need to ride at early morning or late evening hours, (4) Limited daily rides to and from transportation service. As a courtesy to families with extreme transportation concerns, we will provide some limited to and from service.

RPS will take a conservative approach to this process, review data frequently and adjust the program as needed over time. For example, during Year 1 JPA will purchase a campus transport vehicle for school business. For this purchase, the campus will purchase a 10-passenger van which will be property of the campus. To start Year 2, the campus will purchase additional vans for the campus's transportation needs. This will give the campus 3 vehicles able to transport up to 30 people including the drivers. This number can be adjusted based on survey data collecting related to transportation leading up to the Year 1 launch. For example, if demand increases from our projected 15% of students needing daily service (45 students) to 30% (90 students) we can adjust our proposed vehicle needs. This data will be analyzed on a quarterly and yearly basis to create space for transportation cost and need to be a consistent part of operations and fiscal planning. (See budget line 107)

There are several items that we see as benefits to using a van system as opposed to a bus system: (1) Cost and practicality; (2) Vans are campus property and can have a multiuse function (e.g., recruiting trips, small group trips, field learning opportunities, incentives, etc.); (3) Staffing becomes an easier and more flexible process. For example, the campus can employ parents or community members seeking employment. These individuals would complete a full application process with background checks, driving records check, license validity. We thrive to keep innovation as a foundation of all that we do, and our campus will thrive to consider programs that introduce low or emission free vehicles as a part of our transportation model and will seek out programs and grant funding to ensure that we can be models for our students of the importance of protecting our environment.

STUDENT OUTCOME GOALS

5. Identify three to five specific Student Outcome SMART Goals that will be achieved by the

beginning of Year 3 (August 2024). Smart goals are **Specific, Measurable, Attainable, Relevant, and Time-bound**.

- 70% of the students who have attended the school for more than three academic years, will perform at "approaches," "meets grade level" or "masters grade level" on their grade level 2024 STAAR reading exam.
 - At least 80% of each cohort of students, attending for more than three years, will read at or above grade level as defined by performance on the Renaissance Learning STAR Reading Test or similar reading assessment in Spring 2024.
 - 70% of the students who have attended the school for more than three academic years will perform at "approaches," "meets," or "masters grade level" on their 2024 grade level STAAR math and STAAR EOC exam.
 - At least 80% of each cohort of students, attending for more than three years, will perform at or above grade level as defined by performance on the Renaissance Learning STAR Math Test or similar math assessment in Spring 2024.
6. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.

Performance Management Overview

The RPS Board will conduct data deep dives with the executive director quarterly. These meetings will coincide with the end of each academic quarter and consider students achievement data based on report card results, interim assessment data, Renaissance Learning STAR Test data, growth and readiness metrics, Special Populations Data, SEL Data, elective, service project and entrepreneurship projects. The review will consider short- and long-term goals for the year. The year-end evaluation will also consider campus metrics and performance in comparison with State Accountability Frameworks and the Charter School Performance Framework. The Board and ED will examine campus performance in several aspects to determine overall campus success and growth areas. These metrics will also be evaluated at our quarterly data review. Factors such as Finances, Student and Family Satisfaction, Staff Satisfaction, program development, future enrollment, community outreach, etc. If we are not on track to reach goals or fail to reach goals, we will conduct a reevaluation of the metric and what resources can be allocated to better approach the goal moving forward. Other aspects of the foundational considerations may also be reevaluated during these meeting times. Items such as our growth plan, staffing allocations, facilities decisions, etc. that directly affect the goal under reevaluation. The board, executive director and campus leadership team will monitor progress and status if the academic, financial, operational and other indicators are discussed below.

GRANT-RELATED BUDGET

7. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.

The allocated grant funding will be used to fund start up and initial launch activities related to the school. More specially during Year 0, these funds will be used predominately for campus instructional planning and resources. This will include curriculum acquisition, unit planning, and any necessary training and development associated with the process. This will also include any start up equipment to start the school such as computers, desks, printers, etc. This cost will also include any installation that is associated with the equipment. We will also use these funds to establish any financing initiatives, equipment or software that may be associated with these items. We will establish our PEIMS system and ensure insurance and legal representation with these funds.

During the subsequent installments, we will follow a similar blueprint for funding, a few outliers to this are purchasing transportation, classroom materials, textbooks. Our budgets allocated toward staff development will also increase during Year 1 as we will focus on conducting quality development for our teaching staff.

8. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

COST AREA	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
PAYROLL		
• Executive Director	\$100,000	
• Operations Manager	\$30,000	
• Office Manager	\$13,000	
• Assistant Principal	\$6,000	
• Tax and Benefits	\$29,651	
• SPED Lead		\$43,680

PROFESSIONAL AND CONTRACTED SERVICES		
• Legal	\$10,000	\$20,000
• Special Education Services		\$46,667
SUPPLIES AND MATERIALS		
• Equipment and Furniture	\$67,000	\$31,500
• Technology	\$48,000	\$22,800
• Textbooks		\$78,750
• Classroom Supplies and Materials		\$52,853
• Supplies and Materials		\$17,813
• Student Testing		\$13,213
• Athletic Supplies		\$13,213
OTHER OPERATING COSTS		
• Development	\$4,500	\$35,625
• Staff and Student Recruitment	\$24,000	\$31,725
• Transportation- Van Purchases		\$90,000
• Insurance	\$7,000	\$35,235
• Staff Travel for Professional Development	\$400	\$7,125
• Office Expenses	\$6,000	\$14,250
CAPITAL OUTLAY		
• Insert Activity		
Total Planning Costs		\$345,551
Total Implementation Costs		\$554,449
Total Planning + Implementation Costs		\$900,000

9. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Revolution will use sound financial planning and decisions as a foundation for fiscal stability. Our first goal is to maintain high academic achievement standards to attract individuals and organizations who provide philanthropic funding for schools. Next, we plan to maintain full enrollment to ensure that we do not see a decrease in funding based on ADA.

Revolution's next goal is to ensure financial stability through our growth as a campus. It can be noted that through solid planning outlined in our financial workbook our campus increases its days cash amount yearly as we grow from Year 1 to Year 5.

Our board will help to guide our decision making as it relates to our budget. Based on our enrollment projections we do not foresee any deficits during our first 5 years. Our board will also oversee finance to ensure that there is no fiscal waste or fraud. Our board has a clear understanding of their fiduciary responsibility and hold themselves to a high standard as it relates to both Revolution Public Schools and S.H. James Preparatory Academy.

Attachments

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

Evaluation criteria

A strong response will:

- ✓ Present a clear and robust educational program for the proposed charter school.
- ✓ Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.
- ✓ Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.
- ✓ Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.
- ✓ Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.
- ✓ Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.
- ✓ Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.
- ✓ Present allowable activities that are appropriate for the results expected.
- ✓ Identify personnel, materials and other identified expenses that support the outlined activities.
- ✓ Present funds that are reasonable and necessary for achieving the objectives.
- ✓ Present a clear plan to maintain financial sustainability after the end of the grant.

ATTACHMENT CSP1

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

- ☒ The applicant assures that **no barriers** are likely to exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ The applicant **foresees barriers** to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

	BARRIERS	EFFECTED GROUPS
<input type="checkbox"/>	Gender-Specific Bias	
<input type="checkbox"/>	Cultural, Linguistic, or Economic Diversity	
<input type="checkbox"/>	Gang-Related Activities	
<input type="checkbox"/>	Drug-Related Activities	
<input type="checkbox"/>	Visual Impairments	
<input type="checkbox"/>	Hearing Impairments	
<input type="checkbox"/>	Learning Disabilities	
<input type="checkbox"/>	Other Physical Disabilities or Constraints	
<input type="checkbox"/>	Inaccessible Physical Structures	
<input type="checkbox"/>	Absenteeism/Truancy	
<input type="checkbox"/>	High Mobility Rates	
<input type="checkbox"/>	Lack of Support from Parents	
<input type="checkbox"/>	Shortage of Qualified Personnel	
<input type="checkbox"/>	Lack of Knowledge Regarding Program Benefits	
<input type="checkbox"/>	Lack of Transportation to Program Activities	
<input type="checkbox"/>	Other Barriers	

ATTACHMENT CSP2

Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

- ☒ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.
- ☐ The applicant IS affiliated with or proposing to contract with a CMO.

If yes, check all that apply below and provide the following documentation:

- ☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. **No further documentation is needed.**
- ☐ The CMO currently receives CSP funds directly from the United States Department of Education. **Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.**
- ☐ The CMO will receive CSP funds directly from the United States Department of Education. **Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.**
- ☐ Other. **Provide a thorough explanation.**

Insert Material Behind this Page.

Also Include this Cover Page with Submission