RFA 701-25-101

Generation 30

Subchapter D Open-Enrollment



NEW OPERATORS

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701

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Checklist

Attachments

Click on each attachment title to access the corresponding attachment coversheet.
Please follow the numerical order of sections when compiling the attachments.

1. Eligibility

- ✓ Articles of Incorporation
- ✓ 501(c)(3) Letter of Determination
- ✓ Evidence of Community Engagement
- ✓ Legal History

2. Planning and Performance Management

- ✓ Detailed Start-Up Plan

3. Governance, Leadership, and Talent

- ✓ Organizational Bylaws
- ✓ Code of Ethics and Conflict of Interest Policy
- ✓ Board Member Résumés and Affidavits
- ✓ Superintendent Résumé
- ✓ Superintendent Evaluation Tool
- ✓ Leadership Team Résumés

4. Academic Experience and Student Supports

- ✓ Proposed Discipline Policy

5. Operations

- ✓ Organizational Charts
- ✓ Teacher Evaluation Tool
- ✓ Annual Calendar and School Schedule
- ✓ Admission and Enrollment Policy

6. Finance

- ✓ Budget Narrative
- ✓ Financial Plan Workbook
- ✓ Evidence of Financial Support
- ✓ Audit Report
- ✓ Credit Report
- ✓ IRS Form 990

NEW OPERATOR

Applicant Profile

Name of Proposed Charter School: Arcadia High School

Name of Sponsoring Entity: Arcadia Schools

Entity Type: Entity is a 501(c)(3) Nonprofit Organization

I. Contact Information

Contact Name:
Mohamad Maarouf

Email Address:
maaroufmohamad@gmail.com and mohamad.maa

Phone Number:
832-858-5077

Board Chair:
Kenneth Goeddeke

Superintendent:
Mohamad Maarouf

II. Facility Location(s)

Number Campuses Requested (Years 1–5):
1

Anticipated Zip Code for Each Campus (Year 1):
77036

Addresses for all known campuses (Year 1):
Potential rent-free site at 9724 Beechnut Rd.

Alternate Locations and/or Communities (if applicable):
Present a prioritized list of alternate zip codes that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: All alternate zip codes must align to the proposed geographic area(s).

77072, 77099, 77071, 77031

III. Enrollment Projections (Years 1–5)

Note: Maximum enrollment and grades should not exceed projections for Year 5.

Maximum Enrollment Requested: 960

Specific Grades Requested: 9-12

Year	EE 3	PK 4	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1												240				240
Year 2												240	240			480
Year 3												240	240	240		720
Year 4												240	240	240	240	960
Year 5												240	240	240	240	960

Applicant Profile

IV. Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.

Expert consultants from diverse educational backgrounds contributed strategic support and specialized training in key developmental areas. The following organizations and individuals were instrumental in shaping the initial planning of our proposed educational institution:
-School Empowerment Network - Eduardo Contreras, Alexander Shub, Laurie Kardos (unpaid)
Financial Planning; School Model Design; Curriculum Review
-Texas Public Charter School Association (unpaid)
State Board Engagement; Outreach
-8 Million Stories (unpaid)
Advice on Community Outreach; Application Guidance
-Etoile Academy (unpaid)
Application Guidance; Facilities Support
-Texas School Venture Fund (unpaid)
Application Guidance
-Greater Houston Community Foundation (unpaid)
Funding Guidance
-Schulman, Lopez, Hoffer & Adelstein, LLP (paid)
Legal Guidance, 501c3 Development, Application Review
-Leadership4School - Dr. Alan Seay (paid)
School Design and Application Review
-Texas Charter School Development (unpaid)
Facilities Guidance

We have a strong and growing list of diverse, highly experienced people who have agreed to either serve on an advisory council (listed in "Current Board Members" section) or to offer support. These organizations and individuals will remain available as potential resources and thought partners as needed, however, they do not anticipate having an official capacity within the school's future operations. Some examples of our advisors include:
---Texas Charter School Development, Mike Feinberg
Charter Start-Up
-Texas Charter School Development, Eric Kot
Facilities Support and Guidance
-Caliber Schools, Terence Johnson
School Model
-Holdsworth Center, Julie Poluszejko
School Model and Board Development
-EMERGE, Anastasia Anderson
Student Support, Application Process, School Model
-ECHO Learning, Elliott Witney
School Model, Community Engagement, Education Leadership
-Alchemy Studios and Labs, Nicholas Mendoza
Community Engagement, Student Support, School Model, Application Process
-8 Million Stories, Marvin Pierre
Community Engagement, Student Support, School Model, Application Process
-Greater Houston Community Foundation, Diana Zarzuelo
Growth and Development, Fundraising, and Public Relations

Application Summary

Executive Summary

Provide a descriptive summary of the key features of the proposed plan for the school that covers the following: (1) proposed community; (2) educational philosophy of the applicant team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design; (3) capacity of the proposed board and superintendent to successfully open and operate a high-quality charter school; and (4) an explanation of how the model will effectively serve students in the proposed community.

Case for Need:
Arcadia High School is designed to serve the richly diverse community of Southwest Houston, particularly Alief and surrounding areas. Much of Alief falls within Houston city limits and is renowned for its cultural vibrancy and strong community ties. This area is home to a significant immigrant population, creating a blend of traditions and experiences that shape its identity. Despite these strengths, the community faces challenges requiring a new educational model.
According to the 2023-2024 Texas Academic Performance Report (TAPR), ~82% of Alief graduates and over ~87% of Alief students are economically disadvantaged. Many face language barriers and varying levels of academic preparedness. TAPR data from 2024 shows over ~64% of Alief ISD students fail to meet grade-level standards on End-of-Course (EOC) exams in Algebra 1 and English 1. High schools serving this community reflect these trends, with notable disparities in performance.
Arcadia High School will primarily serve Alief ISD and Fort Bend ISD, while also including students from Stafford ISD and Houston ISD. High school performance data underscores the need for innovation:
-->Algebra 1 EOC (2022): Only 33% of Alief ISD students meet grade-level standards as measured by the state assessment, with individual schools such as Hastings High School at 22%, Elsik High School at 29%, and Taylor High School at 25%. In Fort Bend ISD, Marshall HS and Willowridge HS have 15% and 20% meeting grade-level standards, respectively.
-->Algebra 1 EOC (2024): Trends persist, with 33% of Alief ISD students meeting grade-level standards, which is ~10% below state and local averages. Hastings High School falls to ~16%, while Elsik and Taylor remain at ~29% and ~32% respectively. In Fort Bend ISD, Marshall and Willowridge meets rate on EOC are ~14% and ~16%, respectively, which is ~27-29% below state average.
-->English 1 EOC (2022): Across Alief ISD, 41% meet grade-level standards as measured by the state assessment, with Hastings, Elsik, and Taylor each at 33%. Fort Bend ISD's Marshall and Willowridge show similar gaps at 39% and 33%, respectively.
-->English 1 EOC (2024): Scores decline further, with 36% of Alief ISD students meeting standards, 16% below state and local averages. Hastings, Elsik, and Taylor meet at ~27%, ~32%, and ~36%, respectively. Marshall and Willowridge remain at ~39% and ~33%, respectively.
These persistent gaps highlight the urgent need for different educational models. Arcadia aims to address these challenges by creating a student-centered learning environment for students who may not thrive in large, traditional high schools. Data shows high school students' ACT scores are at their lowest in over three decades, with average scores in reading, science, and math below college-readiness benchmarks, highlighting a lack of preparedness for college-level work (Arundel, K-12 Dive, 2024). Arcadia is committed to providing a high-quality alternative to meet the unique needs of the community and improve college and career readiness.

Educational Philosophy and Key Design Elements
Arcadia's mission empowers students to achieve their highest potential and graduate prepared for college, careers, and leadership through a research-based team-teaching model. Our educational philosophy directly aligns with this mission through three key elements that reimagine traditional classroom structures, transform teacher roles, and foster strong community ties:
1. Our team-teaching model creates small learning communities for consistent, targeted support
2. Our innovative instructional practices fulfill our mission of "high-quality instruction and student-centered learning" through daily data meetings, flexible grouping, and tailored instruction.
3. Our community integration approach advances our mission of "strong partnerships with families and

Application Summary

Executive Summary

community" through strategic Board composition, Teaching Fellows from the community, and active family engagement.
Key Element 1: Redesigned Classroom Structure
Innovation: Arcadia's model departs from traditional practices. Sixty students are supported by collaborative teams of five educators, creating a 12:1 student-to-teacher ratio. This ensures data-driven, tailored instruction with strategic customization. Flexible grouping allows teachers to provide targeted support and adapt strategies in real-time. Research shows team-based schools improve student growth to the 77th percentile in reading and math (Opportunity Culture, 2018 & 2021). Johns Hopkins research (2022) shows teamed teachers report higher collaboration, job satisfaction, and retention rates (Laski and Torres, ASCD, 2024), addressing high turnover challenges.
Excellence: The team-based teaching model sets the academic tone and ensures consistent, high-quality instructional delivery for all students by having the same Expert Teacher deliver instruction to all students on a grade level in a given subject, while guiding the work of the Teaching Team. Lead Teachers assist in instructional planning and provide targeted support for small groups.
Community Integration: Teaching Fellows, recruited locally, reflect students' diversity and provide support while gaining teaching experience. This role enriches students' education and builds a sustainable pipeline of qualified teachers essential for long-term success.

Key Element 2: Innovative Instructional Practices
Innovative Schedule Design: Arcadia's schedule incorporates daily data meetings, allowing Teaching Teams to analyze student performance and adjust instruction immediately for the following period in the schedule. Core classes are taught in 2 hour blocks, split with electives or extracurricular activities, providing time for Teacher Teams to analyze student work and tailor the next period's instruction to directly and intentionally respond to student performance. The schedule includes AP courses, dula credit classes, internships, enrichment opportunities, and advisory periods. Furthermore, all students have a second block of English instruction scheduled in grades 9-11 to ensure our anticipated student population has the support and time needed to address language acquisition gaps and graduate college and career ready.
Tailored Instruction: Teachers use high-quality instructional materials to tailor lessons to individual academic levels, learning styles, and interests. This improves outcomes and fosters a love of learning by making education relevant and accessible to all students.
Flexible Grouping: Small, dynamic groups adapt based on lesson objectives and student needs, ensuring meaningful engagement with grade-level content and opportunities for students to challenge and support one another as they explore complex content.
Mindful Integration of Technology and Relationships: Technology enhances learning by providing tools for differentiation, real-time feedback, and data-driven instruction. It helps teachers identify each student's Zone of Proximal Development (ZPD) to inform groupings and interventions. In the Arcadia model technology supports rather than replaces the essential human relationships that underpin effective teaching.
Holistic Development: Arcadia prioritizes soft skills development by integrating critical thinking, communication, and problem-solving into its curriculum, guiding students to effectively participate in small groups throughout the day. Advisory periods, real-world experiences such as internships, and collaborative work prepare students for post-secondary success. Multiple modalities—lectures, discussions, debates, and more—foster a well-rounded educational experience aligned to expectations at the college level.

Key Element 3: Strong Community Ties
Arcadia's success relies on a capable and experienced Leadership Team. The proposed 7-11 member Board brings expertise in education, college and career readiness, finance, and community engagement.. Their collective expertise and community ties ensure strong governance, financial oversight, and strategic direction for the school. In addition to the Board, Arcadia has established an Advisory Council composed of dedicated individuals who offer invaluable guidance and strategic expertise. This local council serves as a dynamic resource for the Leadership Team, contributing insight during the application phase and facilitating problem-solving, collaboration,

Application Summary

Executive Summary

and decision-making to drive Arcadia's success. Upon charter approval, the Advisory Council will expand to include staff, families, and school community members, fostering a robust foundation for ongoing growth and excellence

The proposed Superintendent, Mohamad Maarouf, a Houston native, brings 14+ years of proven educational leadership, with a robust track record of raising student achievement in both traditional public and charter schools, expertise in coaching and developing others, and an unwavering commitment to fostering innovative, student-centered learning environments. This individual's extensive experience in Texas, and more specifically in the Houston area ensures a deep understanding of the community's unique needs.

Community Partnerships: Arcadia collaborates with local organizations, businesses, and families to create a supportive network that enhances students' academic and personal growth. These partnerships provide access to internships and mentorships, reinforcing the school's commitment to community integration.

Family Engagement: Recognizing families as critical stakeholders, Arcadia fosters strong home-school connections through regular communication, workshops, and involvement opportunities. This collaborative approach empowers families to actively support their children on their learning journeys by including them in goal setting conferences and regularly providing updates regarding student progress.

Conclusion

Arcadia High School represents a transformative vision for education in Southwest Houston. By addressing the community's unique challenges with a student-centered, innovative approach, the school seeks to close achievement gaps and create pathways to success for all students. Arcadia's model, grounded in high-quality instruction, redesigned learning environments, and strong community ties, ensures that every student has the tools and support needed to thrive academically, professionally, and personally.

Landscape

I. Geographic Area to be Served

Campus-Level Operations

Number of campuses in the district of location that serve similar grade clusters (elementary, middle, secondary)

Charter:	5	Traditional ISD:	14

Campus Growth Schedule

Number of campuses opening in each year:

Y1	1	Y2	0	Y3	0	Y4	0	Y5	0

Geographic Growth Schedule

Charter schools may enroll students from anywhere within the state of Texas, so long as they are residents within the state. Please provide a general idea of the geographic area(s) that the school will serve during the first five years of operation (community, city, region etc.).

Year 1:	Targeting the southwest edge of Houston, generally between Beltway 8 and, bordered by Westpark Tollw. Alief ISD; Fort Bend ISD; Stafford MSD; Southwest Houston ISD
Year 2:	Targeting the southwest edge of Houston, generally between Beltway 8 and, bordered by Westpark Tollw. Alief ISD; Fort Bend ISD; Stafford MSD; Southwest Houston ISD
Year 3:	Targeting the southwest edge of Houston, generally between Beltway 8 and, bordered by Westpark Tollw. Alief ISD; Fort Bend ISD; Stafford MSD; Southwest Houston ISD
Year 4:	Targeting the southwest edge of Houston, generally between Beltway 8 and, bordered by Westpark Tollw. Alief ISD; Fort Bend ISD; Stafford MSD; Southwest Houston ISD
Year 5:	Targeting the southwest edge of Houston, generally between Beltway 8 and, bordered by Westpark Tollw. Alief ISD; Fort Bend ISD; Stafford MSD; Southwest Houston ISD

Priority Points (Optional)

☒ Proposed to locate (Year 1) in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.

District Name:	Alief ISD & Fort Bend ISD
Campus Name:	Alief ISD: Elsik and Hastings; FBISD: Marshall and Willowridge

☐ Proposed to locate (Year 1) 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.

County Name:	Harris
Census Tract Number:	4532 ; 4336; 4533 ; 4525 ; 4223.02; 4534.01

Landscape

II. Demographic Projections [Year 1]

Provide the anticipated demographic percentages for the main campus that will open in Year 1. Applicants must also provide demographic data for the district of location. Data is available on the TEA Texas Academic Performance Reports website and TXschools.gov.

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Education	Gifted/ Talented
Main Charter Campus											
24%	61.8%	3.3%	0.8%	9.7%	0.2%	0.2%	87.4%	57.6%	86.1%	14.4%	5.0%
District of Location											
[Insert the name of the district of location here]											
24%	61.8%	3.3%	0.8%	9.7%	0.2%	0.2%	87.4%	57.6%	86.1%	14.4%	5.0%

Provide a rationale for selecting the proposed geographic area. Where demographic projections deviate significantly from the surrounding districts, explain the reasoning for the targeted student population.

Arcadia High School plans to open in Alief, TX, a culturally diverse and dynamic community in Southwest Harris County and Houston. According to the Greater Houston Partnership, Alief is the most ethnically diverse school district of its size in Texas (houston.org, 2024). A proposed facility in zip code 77036 has been identified that would provide Arcadia with a rent-free space, requiring us to cover only reduced operational costs (see letter of support regarding this facility from Etoile pg. A-023). While we are confident in securing this facility, we are committed to opening in a centralized location that will also be accessible to students residing in the bordering independent school districts (ISDs) of Fort Bend, Houston, Spring Branch, and Stafford. The school, open to any student who is eligible under the laws of Texas for admission to a public school, will focus student recruitment efforts on ethnically diverse and at-risk students. Consequently, the school expects to serve a student population that is largely similar to Alief ISD, which represents over 95 languages and 88 ethnicities (Alief ISD, aliefisd.net, 2024) with a high percentage of economically disadvantaged families and a significant immigrant population.

While Alief ISD aims to provide an exemplary education and has recently demonstrated improvement, including awards for its Early College High School serving 412 Alief students (Sander, Houston Chronicle, 2024), and an overall B rating (2022-23), systemic challenges persist. Notably, three of the six high schools (TEA, Texas School Report Cards, 2022), including Alief ISD's two largest high schools located in the 77072 zip code, Hastings High School and Elsik High School that together serve more than 8,000 students (based on 2021 enrollment data), were designated "Not Rated" (NR) on their school accountability, meaning the schools received under a 70 out of 100 on the schools overall rating. Of Alief's high schools, three received "NR" on both student achievement and closing the gaps. Further, the district's Closing the Gaps domain (NR) demonstrates its current inability to address prevalent achievement gaps and consistently underperforming student groups. Most students graduating from Alief high schools are not prepared for college, career, nor do they demonstrate military readiness (CCMR). For example, Texas Success Initiative Assessment (TEA, Alief ISD TAPR, 2023) shows more than two-thirds (70.7%) of graduates (2022-23) failed to demonstrate readiness for college-level coursework in the areas of reading, writing, and mathematics. Moreover, Alief ISD graduates trailed their peers by 14.5 percentage points in meeting the criteria for CCMR with just half of African Americans (50.3%), Hispanics (52.2%) and nearly one-third (36.7%) of Emergent Bilingual students meeting CCMR indicators. This data indicates that many students are not graduating as collaborators, critical thinkers, and problem solvers, and so are unprepared to thrive upon graduation. Additionally, our central location in Southwestern Harris County provides access to a larger geographic area

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encompassing about a 12 mile diameter with 14 high schools, serving over 20,000 students with similar CCMR statistics across HISD, FBISD, Stafford MSD, and Alief. Therefore, we expect to enroll students who may be struggling and are likely to face challenges such as low literacy levels, weak foundations in math, and/or have a history of disengagement from learning.

These challenges are not limited to Alief, as a district. We see that nearby high schools are also struggling to serve all learners. Fort Bend ISD schools Willowridge and Marshall HS have received "NR" ratings overall as well as on all three domains of school accountability.

Arcadia High School recognizes that traditional large high schools with standardized curricula are not always able to meet the diverse needs of many students, particularly in our target community. With four high schools in the area scoring under 70 on their TEA report card overall rating (TEA, Texas School Report Cards, 2022), we believe there is space for a different high school choice—we seek to provide a transformative educational alternative for students who have been underserved by conventional large high school environments. Our approach goes beyond a one-size-fits-all methodology, instead offering a deeply responsive and adaptive learning environment that can adjust to meet and maximize individual student potential. By creating a community with a lower student-to-teacher ratio, utilizing proven instructional strategies, and providing intensive, targeted support, Arcadia offers an educational model that can re-engage students who have become disconnected in the traditional academic setting. In addition, Arcadia offers a smaller, more personal high school experience, serving 960 students at full capacity compared to the approximately 4,000 enrolled in neighboring high schools. Located in culturally and linguistically diverse Harris County, Arcadia is positioned to meet students' needs through the unique team teaching model. This structure includes teachers certified in special education (or working towards SPED certification), ESL certified teachers, and Teaching Fellows (or Lead/Expert Teachers) who speak the languages of our students and community, ensuring that high-quality instruction is accessible to all students.

Arcadia High School is designed to reimagine traditional classroom structures, transform the role of teachers, and foster strong community ties. The school aims to provide a high-quality, tailored educational experience that addresses each student's unique strengths and areas for growth. Arcadia prepares students in grades 9-12 to meet the challenges and opportunities of the 21st century. Our innovative and collaborative approach utilizes Teaching Teams supported by Expert and Lead Teachers who are special education certified (or working towards SPED certification) and/or ESL certified, and bilingual Teaching Fellows, where possible. Furthermore, our schedule provides "double-time" instruction in English for all students to meet the language acquisition needs of our anticipated student population, and ensure that all students are able to graduate college and career ready. The school is led by Mohamad Maarouf, a native Houstonian with an exceptional track record in educational leadership, expertise in coaching and developing others, and an unwavering commitment to the community.

Arcadia is designed to address the unique educational challenges (e.g., language barriers and varying levels of academic preparedness) target students face and support expected growth in the Texas economy. The non-profit public policy research and advocacy organization, Texas 2036, reports that between now and 2036, when the state will observe its bicentennial, over 70% of the jobs in Texas will require a postsecondary credential. Moreover, as reported in the Texas Higher Education Strategic Plan 2015-2030, "60x30TX," the workforce is expected to become more diverse by 2030. Arcadia's school model equips all students with the skills and knowledge to fill a wide variety of careers. Students will engage in career development opportunities, fostering a sense of responsibility and an understanding of their role in being positive agents of change within their community while gaining exposure to real-world issues and challenges.. Further, beginning in grade 11, students have the opportunity to take part in internships with local organizations that welcome the opportunity to develop future talent. These opportunities allow students to discover job opportunities/career paths in their own community while learning more about their own personal interests, skills and talents. These experiences help normalize pathways into professional opportunities and connections students establish can even lead to future employment. By offering these opportunities, Arcadia ultimately sets graduates up for success. Failing to provide students with such opportunities and allowing the achievement gap to persist may otherwise result in lower incomes and a smaller

Landscape

percentage of educated Texans in 2030 than in 2015. These losses would threaten the economic future of Texas (THECB, 2015). Arcadia's commitment to addressing local challenges and serving Southwest Houston's diverse population ensures that graduates are well-prepared for future academic and career success. Through our community-based approach, Arcadia empowers students to contribute meaningfully to their communities' long-term growth and prosperity.

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

Arcadia High School students are empowered to achieve their highest potential and graduate prepared for college, careers, and leadership in their communities. Through a research-based team-teaching model, high-quality instruction and student-centered learning, we provide consistent, targeted support to meet the unique needs of every student.

Our collaborative classrooms inspire academic excellence, critical thinking, and passion for lifelong learning, equipping students with the skills, confidence, and resilience to succeed. Teachers receive continuous professional development, fostering exceptional instruction and a thriving educational community. Strong partnerships with families and the community ensure students benefit from a supportive environment that drives achievement and growth.

Vision Statement

State the vision of the proposed school.

Arcadia High School will revolutionize the classroom to empower students to excel academically, grow personally, and achieve lifelong success. Our model represents a transformative approach to education, addressing today's challenges while setting new standards for student achievement, teacher recruitment, and instructional innovation.

We envision a thriving, replicable model where students are inspired to achieve their fullest potential, equipped with the skills and confidence to succeed and supported by teachers empowered to innovate and grow. Through collaborative teaching, strong partnerships, and continuous learning, we'll form a foundation for academic excellence, personal growth, and lifelong success. Graduates will excel in college, careers, and as leaders in their communities.

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different and innovative learning methods and continuous improvement. Provide evidence supporting the efficacy of the proposed school design and guiding principles with the projected student population.

School Design Overview

Arcadia School Design: Transforming Education for Alief and the Surrounding Community

Arcadia High School brings a bold, innovative, and research-based approach that has been meticulously designed to meet the specific needs of Alief's student population. Founded on an educational philosophy that prioritizes student-centered learning and active engagement with standards-aligned, high-quality instruction, Arcadia breaks away from traditional academic practices. Rooted in

Planning and Performance Management

team-based teaching, data-driven instruction, community integration, and a daily commitment to utilizing High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) with fidelity, Arcadia reimagines the traditional classroom structure and transforms teacher roles. The approach fosters authentic collaboration, delivers targeted support to students, and leverages data in real time to help teachers meet individual student learning needs and enhance learning outcomes. This holistic approach, incorporating the following three key elements, is intended to accelerate grade-level learning and address learning gaps, equipping students in grades 9-12 with the knowledge and skills required to excel in the 21st century.

Key Element 1: Redesigned Classroom Structure

The proposed school's innovative model reimagines the traditional classroom structure, transforms teacher roles, and fosters strong community ties.

1.1 Team-Based Teaching
At the heart of the Arcadia model is a classroom structure that breaks away from traditional educational practices. Instead of a single teacher managing a classroom, sixty Arcadia students are taught and supported by a collaborative team of five educators - one Expert Teacher, one Lead Teacher, and three Teaching Fellows.

The team-based teaching model is built around the leadership of Expert Teachers—highly experienced educators who set the academic tone and guide their teams in delivering rigorous and engaging instruction through the daily use of HQIM. The Expert Teacher in each team ensures all students consistently receive instruction from a highly qualified teacher, starting with the Expert Teacher delivering the 5-15 minute lesson launch to all students with the support of the remaining team members. In this way Arcadia's team teaching structure ensures that an experienced and high performing teacher is explaining to students what the lesson is about, the key ideas and questions they should consider throughout the lesson, and how the standards and TEKS are embedded in these tasks. The quality of this introduction plays a major role in student's understanding of the "why" behind the lesson and having Expert Teachers providing this context to all students sets them up to make the best use of the activities that follow in the remainder of the lesson. All Expert Teachers (and Lead Teachers) meet state

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certification requirements appropriate for the content area and grade level they are teaching. This includes certifications for core subjects, special education, and Emergent Bilngual students where applicable. Teacher quality is one of the most impactful factors within a school that impacts student performance. Studies, including one study (S.E. Lee, Sage Journals, 2018) implemented as part of the School System Improvement Project funded by the U.S. Department of Education's Office of Innovation and Improvement, affirms that students having been taught by a succession of high-performing and qualified teachers tend to have a positive relationship with their short- and long-term educational success. Studies conclude the relationship to pupil achievement is progressively more significant at higher grades, indicating a cumulative impact that Arcadia's model intends to replicate.

In an "integrated professional culture where deliberate exchanges are made between novices and veterans in ways to bolster teacher effectiveness and commitment" (Kardoes et al., 2001), Expert Teachers, who are the teacher of record, mentor other members of the Teaching Team, ensuring consistency and high standards across all student interactions. Lead Teachers support the Expert Teachers by assisting in instructional planning and providing targeted support to small groups of students. Their expertise in specific content areas and in special education or English-language acquisition ensures that the curriculum is accessible and engaging for all learners. Teaching Fellows, who are often recent high school or college graduates, current college students, retired educators, or career changers, provide intensive support to students in small groups while gaining valuable experience in education and working towards earning their certification through partnerships with local universities such as University of St Thomas (see letter of support from University of St. Thomas A-028). While Teaching Fellows are not required to hold a Bachelor's degree, they will receive robust training, ongoing professional development, and mentoring from the Expert and Lead Teachers on their team to ensure they meet high standards of instructional support. Selected from the local community, the Teaching Fellows represent our students' cultural and linguistic diversity, share deep connections to our students and families, and bring a personal understanding of the local community to the team. This role enhances students' educational experience, engagement, and achievement by integrating their identity into the classroom. Moreover, team-based teaching builds a sustainable pipeline of highly qualified teachers essential for student achievement and growth.

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At Arcadia, the team-based teaching approach sustains a low (12:1) student-to-teacher ratio. A low student-to-teacher ratio generally allows teachers to provide more targeted instruction, better identify learning gaps, and foster greater student engagement, often resulting in higher academic achievement. Small, flexible groups foster a dynamic and collaborative learning environment. Research has shown that team-based teaching structures yield increased student achievement, as evidenced by a study in Miami-Dade County involving over 9,000 teachers who showed that high-quality teacher collaboration led to significant gains in both math and reading (Torres and Laski, ASCD, 2024).

The Arcadia High School model is designed to create a professional environment attractive to new and experienced educators. Arcadia aims to draw talented individuals into the teaching profession and retain them within the school system by offering opportunities for growth, collaboration, and innovation. This is important because, many new teachers choose to teach with an intent to positively influence students' lives, "data reveals that many don't make it to their second year of teaching. Approximately 11 percent of new teachers leave the profession at the end of their first year, while almost half of new teachers leave the profession within their first five years" (Holley, Edutopia, 2022). Considering that it takes four or five years for most teachers to become competent and confident, this data indicates many teachers leave the profession before they have developed the requisite expertise. As the National Council on Teacher Quality (2024) reported, shorter teaching careers have created a less experienced workforce. In Texas, recent data shows that 34% of newly hired teachers are uncertified, a sharp increase in recent years, which has contributed to higher attrition and lower student outcomes (Landa, TEA, 2024). Additionally, teachers who completed a yearlong residency are more likely to stay for a third year of teaching in Texas, in their initial hire district, and at their initial hire school. (US PREP, 2023). Arcadia's redesigned classroom structure can help solve one of the biggest challenges, attracting and retaining great teachers, which equates to improved student outcomes (National Council on Teacher Quality, 2024).

1.2 Professional Development and Growth Opportunities
One of the key attractions of the Arcadia model for educators is the emphasis on professional growth. Teaching Fellows, who are likely at the beginning of their teaching careers, receive on-the-job training and mentorship from experienced

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educators, including the Expert Teacher and Lead Teacher. Arcadia's structured support from within the classroom-based Teaching Team, provided through deliberate exchange and daily opportunities for aligned professional learning (Torres and Laski, ASCD, 2024), helps Fellows to develop their skills, build confidence, and advance their careers. New teachers who join collaborative teams report higher retention rates, reduced burnout, and greater job satisfaction compared to those in traditional roles (ibid)□.

Lead Teachers spend much of their professional development (PD) time receiving direct coaching from Expert Teachers. Expert Teachers, in turn, develop their leadership skills through on-the-ground coaching and support from the administrative team. While earning increased compensation (~$17,000 higher than the neighboring district's starting salaries) for filling a leadership role, the Expert Teacher gains practical leadership experience by leading groups of teachers through data analysis, lesson planning, shared goals, coaching conversations, and peer observation/feedback. This approach, aligned with Lever 2 of the TEA Effective Schools Framework, allows best-in-class teachers to stay in the classroom while increasing their impact by having them directly instruct more students and develop future teachers from their seats as classroom teachers, ultimately ensuring that all students have access to high-quality educators (TEA, Effective Schools Framework Lever 2).

Weekly staff PD and coaching observation/feedback cycles (in alignment with Lever 5.2 of the TEA Effective Schools Framework support a professional environment for all teachers). The weekly schedule includes five hours of planning time, four hours of lesson prep (30 minutes of which flex with staff PD), eight hours of daily data meetings/student work analysis, and two hours of grade-level team meeting time. (See section "Teacher Growth and Capacity Building" for more details on professional development and section "Academic Data Analysis" for more information on the use of data.)

- Planning Time (five hours per week): This time is designed to allow for a large number of professional growth opportunities for the team. The time is dedicated for Teaching Teams to engage in planning for the upcoming week. Texas Education Code section 21.404 requires traditional public schools to provide teachers with at least 450 minutes of planning every two weeks for instructional preparation including guardian-teacher conferences, evaluating students' work,

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and planning. At Arcadia, we aim to provide 600 minutes a week for Teacher Teams. Good Reason Houston, a nonpartisan nonprofit organization that works to improve public education in Houston, reports, “the reality is that teachers often have their non-instructional time taken up by completing paperwork, assisting with non-classroom duties, and having to locate instructional materials. Further, teachers report working an average of 54 hours per week, with up to 10 hours dedicated to locating instructional materials alone. This affects their ability to take a break and also has an impact on their mental health, which in turn affects student outcomes” (Slowly, Good Reason Houston, 2023). Arcadia, alongside recommendations from the Harvard Graduate School of Education, makes teachers’ time a top priority when building the schedule, fiercely protecting teachers’ time dedicated to collaborative planning (Anderson, Harvard Graduate School of Education, 2019).

Teachers may also use this time to participate in coaching conversations and Teaching Fellows may support Special Education Teachers in delivering targeted interventions in accordance with a student’s IEP, allowing for smaller and one-on-one interactions (i.e. increased support for students and professional exposure for Teaching Fellows). Teacher Teams will use this time to plan for the upcoming week and make adjustments to current lesson plans and Expert Teachers will meet and lead one-on-one bi-weekly meetings with Lead Teachers and each assigned Teaching Fellow to provide feedback and support their professional growth.

- Lesson Prep (four hours per week): In addition to the planning time above, there are two hours a week dedicated to lesson prep time designed for the Lead Teacher and Expert Teacher to work one-on-one to perfect the upcoming weeks’ lessons and discuss plans for the team's execution. For example, teachers might use time to make small and strategic changes to the delivery of the lessons. Stanford University explains differentiated instruction and differentiated assessment have been shown to be effective in meeting students’ different needs, readiness levels, and interests (Turner et al., International Journal of Teaching and Learning in Higher Education, 2017). The full Teaching Team then has an additional two hours per week to rehearse the lessons for the upcoming week, ensuring they are ready to deliver high-quality instruction. This time is led by the Expert Teacher. 30 minutes of this time may be used for full staff PD when necessary.

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- Daily Data Meetings/Student Work Analysis (eight hours per week) - This time, led by the Expert Teacher, is intentionally scheduled in between two blocks of instruction and allows for Teacher Teams to dig into the data and student work produced in the first period of the two-period academic block. Through this analysis, Teacher Teams are able to prepare for the students' return, providing them a truly tailored learning experience. The determination of student misconeptions and groupings will be aided with technology tools such as GradeWiz (see letter of support from GradeWiz A-018). The ASCD (formerly known as the Association for Supervision and Curriculum Development), explains, looking at student work is a powerful source of feedback (Brookhart and Oakley, ASCD, 2022). Student work points to what students do and don't understand, where gaps exist, and how they think while providing teachers with information needed to respond. However, teachers often produce a grade or score that in itself doesn't help students understand what was wrong. At Arcadia, feedback is meaningful, immediate, and responsive. (See below 2.3 for a more detailed description of daily data meetings).

- Grade-Level Team Meetings (two hours per week): This time, led by the Director of Student Culture, is designed for grade-level teams to get together and discuss students' needs on both a holistic level and individual level. During this time, grade-level teams create and discuss advisory lessons, plan out grade-level events, and develop personal intervention plans for students. Horizontal alignment ensures all students within the grade level (as possible given the nature of high school course loads) are sharing similar experiences and building a solid school culture.

1.3 Collaborative and Supportive Teaching Environment

The team-based teaching model at Arcadia fosters a collaborative environment where educators work together to plan lessons, analyze data, and support student learning. This collaboration reduces the sense of isolation that many teachers experience in traditional settings and creates a more dynamic, engaging work environment. The opportunity to share ideas and strategies with colleagues enhances the professional experience and contributes to the overall effectiveness of the Teaching Team. Arcadia's Teaching Team allows for distribution of tasks ensuring that strengths of different members of the team are capitalized on as the lesson is delivered. For example, the Expert Teacher as the most experienced

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member of the team is relied on to introduce the intent of lessons, essential questions for students to consider, and ways the standards live in the lesson for students to think about. Effectively introducing a lesson is a skill that teachers develop over time and Arcadia students will benefit from having an experienced and highly effective teacher providing this introduction for all of their classes every day. Research shows that teachers on teams feel more supported and are more likely to recommend teaching as a career than their colleagues in traditional roles (Torres and Laski, ASCD, 2024). The traditional "egg-crate" model creates significant challenges, especially for novice teachers. They are frequently left to navigate their roles with little guidance, despite the presence of programs such as induction and professional learning communities. While these supports are crucial, schools often struggle to implement them consistently due to logistical and scheduling hurdles. These issues become even more pronounced in schools facing staff shortages (Torres and Laski, ASCD, 2024).

2. Key Element 2: Innovative Instructional Practices

In a diverse community like Alief and the surrounding area, the availability of high-quality educational options is crucial to the students' and their communities' long-term success. Arcadia addresses this need by offering an innovative model that expands the choices available to families, providing a school environment that is both academically rigorous and inclusive of the robust supports required to ensure that all students can and will succeed.

In alignment with Lever 4 of the TEA Effective Schools Framework, Arcadia provides teachers with access to High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS), ensuring that educators have the tools to deliver high-quality instruction daily (TEA, Effective Schools Framework Lever 4). This support reduces the burden on teachers to develop materials from scratch and allows them to focus on what they do best: teaching the students in front of them. HQIM and RBIS also provide a consistent framework for instruction, ensuring that all students receive a high-quality education.

2.1 High Quality Instructional Materials (HQIM)
The curriculum at Arcadia is designed to be challenging, engaging, and aligned with state standards (TEKS). HQIM, carefully selected from the Texas State Board of Education (SBOE) approved list (See more detail about the selection

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process in the “High-Quality Instructional Materials” section), are central to this curriculum, ensuring that students are exposed to rigorous grade-level content that prepares them for the demands of higher education and the workforce. According to EdReports (EdReports, 2024), a leading curriculum reviewer, “HQIM shared several key characteristics: standards alignment, evidence-based pedagogical approaches, and comprehensive teacher support, including both initial training and ongoing professional learning.” Selected materials are then evaluated at least annually to ensure they meet TEKS and engage students in meaningful, real-world applications, making it both relevant and exciting for students. (The systematic review process, led by the Board’s Academic Excellence Committee, is discussed in more detail below in the “High-Quality Instructional Materials” section.) By using HQIM, aligned assessments, and integrated support (TEA, Effective Schools Framework Lever 4), Arcadia ensures that all students, including special populations, have daily access to high-quality content that supports their academic growth and prepares them for future success.

2.2 Research-Based Instructional Strategies (RBIS)

As Robert Marzano, known for translating instructional research into practice, has explained for decades, effective instruction is key to improving student learning. The Arcadia model integrates RBIS to ensure that teaching practices are grounded in evidence and proven to be effective. "Current research suggests that HQIMs, together with an understanding of RBIS, can positively impact student learning. While HQIM ensures full coverage of the TEKS, RBIS articulates the key instructional shifts necessary to bring rigorous instruction to life for students. These ideas are based on the belief that all students, including Emergent Bilingual students and students with learning differences, can access rigorous learning and deserve daily opportunities to engage with grade-appropriate assignments" (Region 13, 2023). Arcadia teachers deliver the most engaging and impactful lessons by incorporating these strategies into daily instruction. RBIS are particularly important in addressing the specific learning needs of the proposed community’s diverse students, providing a framework for differentiated instruction that meets students where they are and helps them achieve their full potential. Carol Ann Tomlinson, a prominent educational theorist, describes the practice as “a way of thinking about teaching which suggests that we establish very clear learning goals, that are very substantial, and then that we teach with an eye on the student” (Lathan, University of San Diego, 2019). RBIS requires teaching

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skills and experience to effectively provide unique ways of learning content, to process ideas, and to support students with products that allow them to learn effectively. Therefore, the Expert Teacher has the added responsibility of ensuring that all Teaching Team members are practicing and getting feedback on using the RBIS correctly and with fidelity.

2.3 Daily Data Meetings

“Data-driven decision making in education can transform classrooms—dramatically improving teacher responsiveness to students, saving teachers time, and ensuring instruction is relevant. Data plays a vital role in addressing” the persistent achievement gaps that Arcadia seeks to close (American University, 2019). At Arcadia, in alignment with Lever 5.3 of the Effective Schools Framework, teachers are provided with protected time for in-depth conversations about formative student data. Daily data meetings are central to Arcadia’s approach (TEA, Effective Schools Framework Lever 5.3). Each meeting is aimed at a piece of the puzzle: the two-hour meetings for Expert and Lead Teachers to plan instruction to ensure the HQIM and RBIS are properly delivered and aligned to our model’s intended instructional delivery. The additional two-hour "dress rehearsal" for the full Teaching Team provides time for all five team members to practice using RBIS to deliver the four intended lessons executed in two double-blocked sections for the coming week.

During two daily 60-minute meetings, (eight total per week to allow time for teacher meetings), Teaching Teams conduct student work analysis protocols that require them to identify misconceptions and determine reteach opportunities and strategies for flexible groups of students. As prioritized in the daily schedule, student progress is regularly reviewed by Arcadia Teaching Teams to inform real-time adjustments to instructional delivery. Teachers use data to ensure that all students remain on track to meet their academic goals. Data is also disaggregated by many "factors such as race/ethnicity, gender, English proficiency, income level, and disability status" - as we work to prepare all students for success in college and the workplace (The Education Resources Institute, Inc., 2007). This data-driven approach improves student outcomes and provides a clear framework for teacher accountability, ensuring that educators are consistently focused on student success.

Expert Teachers play the roles of mentor and coach and, with the Lead Teacher's

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support, work to develop Teaching Fellows to be experts at data analysis. The ability to regroup students and modify instruction on the same day maximizes learning opportunities. It helps maintain high levels of student engagement by addressing student misconceptions on the day they are formed. As a result of this data analysis, Teacher Teams ensure that teaching is dynamic and responsive, with teachers able to directly address gaps in understanding or provide additional challenges when students return for the second hour of instruction. In the double-block approach, teachers provide targeted support and adapt instructional strategies in real time. By addressing each student's unique strengths and areas for growth through ongoing performance and progress analysis, the approach ensures every student is supported in the exact way they need to overcome challenges that arise, stay on track with grade-level learning, and thrive academically and personally. Additionally, technology resources and tools that gather data such as IXL: Agile Minds Intensified assist teachers with groupings and reteaching strategies.

Another benefit of real-time data is immediate real-time feedback and targeted real-time intervention that maximizes time on task while keeping students actively engaged and on track to meet grade-level standards (TEKS). Arcadia's "commitment to accountability and innovation drives continuous improvement. Monthly data presentations (See Governance, Leadership, and Talent section) provide the Board and public with transparent updates on student progress and teacher effectiveness, fostering trust with stakeholders.

Regularly assessing student progress and adapting instructional strategies helps teachers keep all students on track to achieve their academic goals. This data-driven approach not only improves student outcomes but also provides a clear framework for teacher accountability, ensuring that educators are consistently focused on student success. Administration will actively monitor the outcomes of these meetings by analyzing Teaching Team data, conducting observation/ feedback cycles, identifying trends, and addressing gaps in performance. These practices will ensure that teachers are held accountable for achieving measurable progress with their students.

2.4 Tailored Instruction and Flexible Grouping
Teachers use HQIM, RBIS, and the multi-tiered system of supports (MTSS) framework to tailor instruction to the individual's academic level, learning style,

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and interests. This differentiation improves academic outcomes and fosters a love of learning by making education relevant and accessible to every student. While tailoring instruction to meet each student's needs can be daunting, it's the team-based, data-driven approach that supports tailored instruction and tiered interventions (See "Accelerated Learning and Tiered Support" for more information on Arcadia's MTSS.)

The classroom is designed with a large open space and small breakout rooms attached. This allows teachers to lead instruction in the form of group work, Socratic Seminars, student debates, independent practice, direct instruction, and more. Lessons typically launch with a 5-15 minute introduction and framing activity for the full cohort of 60 students led by the Expert Teacher and supported by the Teaching Team. After the launch, students are frequently divided into small groups that are flexible and adjusted based on the lesson's objectives, student needs/data, and collaborative opportunities. This approach ensures that all students receive the same, high-quality introduction to the key ideas and standards they will be interacting with during the lesson, while the tailored small groups and consistent adult presence in those groups set students up to meaningfully engage with the curriculum regardless of their starting point. Once the launch is complete, and the lesson is underway, team members can play distinct, yet collaborative roles. For example, in one instructional block, the Expert Teacher might lead small group instruction for students focused on targeted interventions or students needing extra support. At the same time, the Lead Teacher reteaches a core concept and guides a small group of students through practice using real-world scenarios. Meanwhile, the three Teaching Fellows may be observed facilitating project completion, helping a group of EB students by reviewing essential vocabulary to support understanding the day's math concept(s), or engaging students in open-ended questions that require higher order thinking while other students complete assigned individual practice within a HQIM framework or using technology, all under the supervision of the collective team. Throughout this block, the Expert Teacher observes team implementation, noting instructional practices to applaud or address in team meetings embedded throughout the day. Additional observation and feedback are provided by the two Assistant Principals of Teacher Teams, the Principal, and other administrators. These leaders conduct regular walkthroughs and observations to ensure that the team-teaching approach is being implemented effectively, providing targeted feedback and support to the Teaching Team. This layered approach to

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observation ensures that instructional quality remains consistently high across the classroom, even while the Expert Teacher is actively engaged in teaching or leading small groups.

Down the hall, another instructional classroom has a group of 18 students receiving direct instruction from the Expert Teacher in a small group space, 6 students are receiving individualized support with a Teaching Fellow, 12 students are receiving feedback from a second Teaching Fellow as they conduct Independent Practice, and two groups of 12 students are engaging in a debate led by the Lead Teacher and the third Teaching Fellow. This structure includes supports for SPED students, ensuring the services and required minutes articulated in their IEPs are provided by certified Lead Teachers or Expert Teachers, who work collaboratively with the team to ensure compliance with IEP requirements. This may include providing direct instruction, small-group interventions, or individual support to meet their specific goals. Additionally, Arcadia's team structure allows Teaching Fellows to provide reinforcement and scaffolded practice under the supervision of certified teachers, ensuring SPED students are fully supported throughout the instructional block. Additional SPED-certified staff are available to provide services outside of the classroom, such as pullout instruction, specialized interventions, and progress monitoring, to meet the unique needs of students as outlined in their IEPs. This multi-layered support system ensures that SPED students receive comprehensive services tailored to their individual needs, whether in the classroom or in focused settings outside of it. Furthermore, throughout the week, teachers participate in two grade-level meetings, where learning plans and behavior plans for specific students may be created to facilitate student success and advisory lessons are created and discussed. The possibilities for instruction at Arcadia are endless.

Likewise, the physical design of Arcadia classrooms is intentionally flexible, allowing for different configurations based on the needs of the lesson, or the students. This flexibility supports diverse learning styles and encourages experimentation with new teaching methods. Arcadia fosters innovation and creativity in the classroom by creating a learning environment that can adapt to different instructional approaches, such as group work, independent practice, Socratic seminars, debates, and more. Classrooms are designed to be flexible, supporting diverse instructional strategies and catering to varying student needs.

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2.5 Innovative Schedule
The schedule incorporates two one-hour long content classes that are organized to incorporate daily data meetings. In between these two core classes, students engage in electives, math, or extracurricular activities during this hour, providing the Teaching Team time to participate in the daily data meetings. When students return, they engage in a second hour of instruction that has been tailored in immediate response to data from the previous hour. Additionally, the schedule includes built-in time for students to engage in advanced courses (AP classes led by Teacher Teams and dual-credit courses in partnership with universities - see letter of support from UST A-028), career development opportunities, internships, enrichment opportunities, and advisory.

Over the course of a week, an Arcadia student will engage in eight double blocks taught by the Teaching Teams, totaling sixteen periods overall - eight periods of English, four periods of science, and four periods of social studies. Math and Electives are scheduled as single periods, five days a week to ensure that we are able to provide students with a wide variety of electives and accommodate for all the levels of math students will be entering into high school with. Starting in 11th grade, students take College Bound classes, led by College Counselors. Electives are offered every year, with flexibility for students to choose from - to start off, our elective offerings during year 1 and 2 will be art, PE, and Spanish. Additionally, students receive two hours of targeted academic support and a daily advisory period for 30 minutes. In 12th grade, student schedules follow a more traditional model, with all classes meeting five days a week and 30 students working with a single teacher. Arcadia reverts to a more traditional model in 12th grade to allow for more choice, access to dual credit classes for all students, and a robust internship experience in the afternoons.

- Advanced Placement (AP): College Board research indicates exposing students to the rigor of AP courses is correlated to college success (Beard, 2019). Arcadia commits to ensuring all students take and pass at least one AP course and exam, establishing an “AP For All” culture. This is important, particularly in Alief where the 2022-23 Texas Academic Performance Report (TARP) shows Alief high schools report a low rate of students meeting AP criteria (e.g., 8.9% of Hastings students in 2021-22 and 11.8% in 2020-21) with an especially low rate for African American students (4.1% in 2021-22 and 4.3 in 2020-21). Data shows similarly low levels at Elsik High School (11.6% in 2021-22 and 9.8% in 2020-21) with EB/

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EL completion rates particularly low (2.9% in 2021-22 and 3% in 2020-21) .
- Career Development opportunities: Students in all grades have the opportunity to engage in career development opportunities at least once a week. Our aim is to expose students to the broader Houston community and provide students with real-world learning opportunities beyond the curriculum. These opportunities will set them up for success in later internships and work beyond high school.
- Internships: Internship opportunities will begin in 11th grade for Arcadia students. With a variety of local industry partners, Arcadia will provide a diverse set of options for students to develop professional experience. We also aim to disrupt many of the inequities that lack of exposure create for our students. For example, “the underrepresentation of girls and students of color in `STEM fields, particularly in science, is an ongoing issue that is very well documented… [However] after participating in authentic science internship[s], students became more confident to pursue careers in STEM-related fields and envisioned the field of science and STEM-related fields as approachable and accessible” (Adjapong, et al., Journal of Urban Learning Teaching and Research, 2016). Our schedule creates space for students to explore options, learn about their interests, and set them up for success beyond high school.
- Dual-Credit Classes: At Arcadia, we know that students benefit from dual-credit opportunities. Not only do these classes save time and money, but they have also been proven to have “a positive impact on high school academics, high school graduation rates, college enrollment, college success, and college completion rates (Rhine, U.S. Department of Education, 2022). As such, we will establish partnerships with local colleges such as Houston Community College, Lone Star College, and University of St. Thomas (see letter of support from UST A-028) in order to provide dual-credit options for our students. These classes will be offered as electives and/or core subjects where appropriate.
- Advisory: Students will be a part of a small-group advisory, where they’ll develop a strong relationship with a staff member who will support them throughout their entire time at Arcadia. In fact, Advisors will be assigned the same group of 10-12 students for all four years, allowing them to develop strengthened relationships with students and their families. At Arcadia, our low staff:student ratio in classrooms coupled with our small advisories and support from Counselors ensure that every student has at least one adult they can count on in the school community. Our schedule has an advisory block every day of the week for all students. This will allow for intentional time for teachers to establish relationships with students, support students with specific needs, provide academic guidance,

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ensure communication with families, and provide life-skills lessons. Research has shown that “the ability to build relationships with students within an advisory program can have a positive effect on student achievement, can decrease student behaviors, and can have an overall positive impact on the school environment” (Flora, Lindenwood University, 2021). □□Students also use time during the advisory period to create their Personalized Graduation Plan (PGP), required by Texas Education Code (TEC) §28.0213, to outline their academic and career goals, including endorsements and advanced coursework. The PGP is reviewed and updated at least annually and can be modified throughout high school, with updates communicated to guardians in writing.

2.6 Mindful Integration of Technology / Consistent Human Relationships
With awareness of the rapidly evolving world of technology (and its positives and unintended negative concerns), Arcadia practices mindful integration of technology. Technology integration helps teachers identify the Zone of Proximal Development (ZPD) for individual students in real-time and inform corresponding student groupings for enrichment and support. Keeping learners in their ZPD, the ability to discern what students can do unsupported, is where Arcadia teachers aim to have their students spending most of their time. Technology will be used to support teachers’ real-time tracking of student mastery, ultimately enabling responsive and tailored academic support on the same day instruction is delivered. In today's world teachers should never have to wait weeks to respond to student data.

Technology enhances the human relationships that are essential to effective teaching and learning. Rather than replacing traditional teaching methods, it complements them by enabling more dynamic and personalized instruction. For example, technology is integrated into the curriculum to provide real-time feedback and facilitate collaborative learning experiences. It also facilitates collaborative learning experiences by connecting students with peers and resources in innovative ways, fostering critical thinking, creativity, and teamwork. At Arcadia, technology serves as a tool to empower educators, enhance student engagement, and build a deeper, more responsive connection between teaching and learning.

2.7 Transparent Reporting and Continuous Improvement

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Arcadia provides data accessible on the school website and at open Board meetings that include information regarding student achievement and progress, teacher performance, school operations, and school climate, with the intention of offering stakeholders clear and accurate information about the school's progress. This transparency fosters trust within the community and ensures that Arcadia remains accountable to its mission of providing a high-quality education to all students.

2.8 Holistic Development
Arcadia seeks to establish partnerships with local colleges and universities (see letter of support from UST A-028) to enhance the educational opportunities available to students. These partnerships will give students access to dual-enrollment programs, college-level coursework, and exposure to higher education environments. By building these relationships, Arcadia ensures that students are prepared for college and can earn college credits while still in high school, giving them an affordable head start on their post-secondary education.

2.9 Interpersonal Attributes
Recognizing the importance of developing soft skills or interpersonal attributes, Arcadia incorporates opportunities for students to build critical thinking, communication, and problem-solving skills. Multiple modalities employed in the Arcadia teaching model prepare students for post-secondary success. Arcadia students build a solid foundation for personal growth, career advancement, and overall well-being as a result of advisory periods, leadership opportunities (through internships, clubs, career development opportunities, and more), and opportunities for collaborative work, lectures, presentations, Socratic discussion, debate, etc. embedded in the classroom design.

2.10 College, Career, and Military Readiness (CCMR)
Arcadia integrates college, career, and military readiness indicators and requirements into its curriculum, ensuring that students are prepared for life beyond high school. This includes a focus on developing critical thinking, communication, and problem-solving skills essential for success in higher education and/or the workforce. Additionally, students have access to college and career counseling services, which help them identify their goals and create actionable plans for achieving them. Students will also have the opportunity to engage in career development opportunities, internships, and enrichment

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opportunities. These opportunities are essential, especially for our projected student population, because as we know, “Black and Latino/a students are less likely to enroll in postsecondary education than White students. On average, 53% of Black students and 49% of Latino/a students who recently completed high school in a state [that have incorporated and disaggregated college and career readiness indicators into their state accountability system] went on to enroll in college, compared to 62% of White students.” (Doglio, National College Attainment Network, 2023). Through our CCMR services, we intend to disrupt this trend, not only supporting our students who choose to go to and through college but also ensuring they are college and career ready. The same report found "33% of Black students and 41% of Latino/a students were deemed college and career ready, on average, compared to 61% of White students" (Ibid).

In accordance with TEA indicators, students demonstrate CCMR in a number of ways, including but not limited to meeting Texas Success Initiative (TSI) criteria in ELA/Reading and Mathematics, earning dual course credits, meeting criteria on Advanced Placement (AP) exams, graduating with completed IEP and workforce readiness, or enlisting in the Armed Forces.

3. Key Element 3: Strong Community Ties

Arcadia High School’s success is driven by a highly capable and experienced Leadership Team. The proposed Board is composed of 7-11 members strategically selected for their diverse expertise in K-12 education, career and college readiness, finance, and community engagement. Their collective expertise, knowledge and community ties ensure strong governance, financial oversight, and strategic direction for the school. The proposed superintendent, a native and product of Houston, brings over 14 years of proven educational leadership and a robust track record of raising student achievement in both public and charter schools. With extensive administrative and teaching experience in Texas, the Superintendent has consistently demonstrated the ability to lead schools serving diverse populations, particularly those with high percentages of economically disadvantaged students and Emergent Bilinguals.

Arcadia offers families in Southwest Houston an inclusive, high-quality educational option that is both innovative and accessible. Recruiting Teaching Fellows from the local community strengthens cultural connections and builds a

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sustainable talent pipeline. The curriculum emphasizes engagement through HQIM and team-based teaching, while dual-credit and college-credit opportunities provide students with an early start toward post-secondary success.

Addressing the urgent need for a strong teaching workforce, Arcadia prioritizes teacher development and retention. Teaching Fellows receive hands-on mentorship, while team-based collaboration reduces burnout and promotes professional growth. Expert and Lead Teachers benefit from weekly professional development sessions, ensuring they deliver high-quality instruction while enhancing their leadership skills.

In addition, our students and staff actively connect with local organizations through impactful career development opportunities. Every week, students step beyond the classroom to support causes they are passionate about, partnering with local organizations to make a meaningful difference (see letter of support from 8 Million Stories A-021). Our students have the opportunity to give back, develop leadership skills, and strengthen their ties to the community. This weekly commitment ensures that leadership development becomes an integral part of their educational journey and personal growth.

In the upper grades, Arcadia High School offers students the opportunity to engage in meaningful internships that connect their academic learning to real-world experiences. Guided by dedicated Internship Coordinators, students will be matched with opportunities aligned to their interests and career aspirations, ensuring a personalized and impactful experience. The Internship Coordinators will also work closely with local businesses, community organizations, and higher education institutions to build and sustain these partnerships. These internships not only deepen students' understanding of their chosen fields but also equip them with the practical skills and professional networks necessary for success in college and careers.

The Arcadia High School model is a bold and innovative approach to education that combines a unique teaching strategy, personalized learning, community engagement, and the strategic use of HQIM and RBIS to create a high-quality educational environment. By reimagining the classroom, transforming teacher roles, integrating college readiness programs, and fostering a collaborative professional environment, Arcadia sets a new standard for educational excellence

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in the Alief and surrounding community. This model not only aims to improve student learning outcomes but also offers families a valuable choice in their children's education, attracts new talent to the teaching profession, and encourages the adoption of different and innovative learning methods. By establishing strong partnerships with higher education institutions, local businesses, and community organizations, Arcadia ensures that students are prepared for academic success and equipped with the skills and experiences they need to thrive in college, careers, and life.

II. Goal Setting

Student Outcome Goals

Identify three student outcome goals appropriate for the proposed student population that will be achieved in the first year of operation and support student success in state accountability measures. Each goal must be specific, measurable, attainable, relevant, and time-bound (SMART). Identify which domain of the state accountability system will be supported by each goal.

	Outcome Goal	Accountability Domain
Literacy	At least 55% of students will perform at meets or above on the EOC English 1 by the end of the 2026-27 school year, exceeding anticipated statewide and local proficiency rates.	Domain 1: Student Achievement
Math	At least 45% of students will perform at meets or above on the EOC Algebra 1 by the end of the 2026-27 school year, exceeding anticipated statewide and local proficiency rates.	Domain 1: Student Achievement
CCMR	By the end of the 2026-27 school year, at least 90% of Emergent Bilingual students will advance by at least one score of the composite rating from the prior year to the current year in two out of four language domains (listening, speaking, reading, writing) on the TELPAS (Texas English Language Proficiency Assessment System) or the student's results will be Advanced High to support their path to being college, career, and/or military ready.	Domain 3: Closing the Gaps

Describe how and when the board will receive and use evaluation data to determine progress towards meeting both student outcome goals and grant program goals (identified in the Start-Up Plan section). Include any corrective actions that will be taken if progress is off schedule.

A multitude of studies has long shown goal setting is more effective in the presence of immediate feedback (Erez, Journal of Applied Psychology, 1977). With this in mind, Arcadia's plan to set and monitor progress toward student outcome and CSP grant program goals involves the following four components.

1. SMART goals.

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A concise set of Board-approved SMART (specific, measurable, achievable, relevant, time-bound) (Doran, Management Review, 1981) goals drives a laser-like focus on shared accountability and collective commitment toward common priorities. These well-defined priorities are purposefully aimed at what matters most: enhanced student learning and the effective use of teacher time in a redesigned classroom that works for everyone. By establishing clear objectives in alignment to our needs assessment and continuous improvement planning processes, all actions, resources, and efforts are aligned to achieve these critical outcomes. It's critical to note that our twice-daily data meetings ensure consistent progress monitoring, allowing Teaching Teams and administrators to assess data, identify challenges, and make real-time adjustments daily. This commitment to frequent, data-driven reflection ensures that we stay on top of progress and can adjust as needed to achieve our objectives.

We also note, the aforementioned goals were established using baseline data which helped us to establish a starting point, allowing us to set goals based on students' current level of academic performance so they are realistic and reasonable, yet also ambitious. The benefits of goal setting are many, such as providing a shared sense of direction, sustaining focus, articulating common purpose and priorities, developing perseverance, and as shown in the goals table below, we continually raise the goal post higher and set the bar for rigor. We believe our ambitious goals can be met when broken into smaller milestones that align or surpass goals set forth in the 2023 federal report card (TEA, Federal Report Card, 2023). As stated, in The Power of Small Wins, "In a world driven by instant gratification and the allure of quick fixes, it's easy to overlook the transformative power of small, consistent actions. However, real, lasting change is often the result of incremental progress rather than grand, sweeping gestures" (Giese, Medium, 2024).

2. A robust assessment system.
Arcadia's assessment system serves multiple purposes. It provides teachers with access to a robust set of real-time data about their students' progress, permitting them to monitor daily performance and promptly address instructional needs. In addition, the assessment system enables School Leaders and Board Members to track the school's ability to fulfill the promises set forth in our charter, specifically, those related to academic preparedness and CCMR for all students. The real-time data collected in the classroom and during observation/walkthroughs, including indicators that inform achievement such as attendance, course completion, discipline, staff or family satisfaction, and more provides a holistic view of the school's performance. Further, Arcadia utilizes a diagnostic system (see goal setting table below) to formatively assess student progress throughout the school year. It includes a beginning of year (BOY) pre-assessment, middle of year (MOY) benchmark, and end of year (EOY) post-assessment. The results facilitate monitoring of student performance over time and are predictive of performance on the state tests used by TEA to evaluate the performance of its schools based on the performance of its students according to three domains: Achievement, Progress, and Closing the Gaps. The overall rating serves as another indicator the Board uses to assess progress toward student outcome goals.

3. A comprehensive monitoring plan.
The monitoring plan includes concise indicators that can be tracked at specified points in time to ensure that goals are being met and to pinpoint areas needing attention. As noted above, our schedule is primed for real-time progress monitoring. Teacher Teams engage in twice daily data meetings that allow them to assess and adjust for student misconceptions in real-time.

4. A performance dashboard and an evaluation system.
The Superintendent reports progress toward goals at each monthly Board meeting. The user-friendly dashboard makes data accessible and, in tandem with an evaluation system that is designed to monitor goal progress as an ongoing process (see next response), fosters a culture of transparency and accountability.

At Arcadia, we celebrate success. Progress toward student outcomes that are on schedule is celebrated and recognized. Should progress be off schedule for all or some student groups and goals, focus immediately turns to professional development, coaching, and observation to assess fidelity of and troubleshoot program

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implementation, and increased monitoring. Should progress remain stagnant or drop farther behind, the Superintendent will be asked to create and implement a corrective action plan. While corrective actions will directly align with underlying cause(s), they may include staff adjustments (reallocation, replacement or restructuring to add targeted interventionists), technical assistance or professional development, curriculum audit/adjustment, purchase of additional supplemental resources, schedule modifications, instructional changes, or, in extreme cases, dismissal of staff who are not facilitating or contributing to progress.

Describe a system that the board will use to hold the superintendent accountable for meeting the proposed student outcome goals and grant program goals (identified in the Start-Up Plan section).

The Arcadia High School Board believes tracking and monitoring the Superintendent's progress toward meeting proposed goals is one of its most essential responsibilities. To sustain accountability and transparency, Arcadia's Board will leverage Arcadia's data rich assessment system that is designed to support diligent and regular monitoring. The Superintendent will be accountable to the Board and will provide the Board with all data needed to track and evaluate progress. Data will be presented to the Board in a comprehensive dashboard (that is also stored electronically in a centrally located folder). The dashboard will lead with a cover page that summarizes progress toward outcomes and grant program goals. Following the summary, data, including disaggregated data when appropriate, will be organized in a visually appealing manner to provide the Board with a complete and clear snapshot of the progress toward each goal. The dashboard will also include longitudinal data regarding the meeting of goals so the Board may identify trends and monitor changes over time. Finally, to promote transparency and foster ongoing collaboration, the dashboard (which is intended to be a standing agenda item) is shared with Board members in advance of each monthly Board meeting, with a goal of providing it at least three days prior. Regular discussions of the dashboard provide fixed and public opportunities to celebrate successes, address any gaps, and hold the Superintendent accountable for meeting District goals.

III. Performance Management and Data-Driven Instruction

Local Assessments [EE3–GRADE 2]

☐ The proposed charter school will serve grades EE3–Grade 2.

☒ The proposed charter school will not serve grades EE3–Grade 2. If no, skip to Local Assessments [Grades 3-12].

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

Grades	Description of Assessment and Timeframe	Annual Performance Goals
Select a Grade		

Click to add a row to the table above. Click to remove a row from the table above.

Local Assessments [GRADES 3–12]

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

Type	Grades	Description of Assessment and Timeframe	Annual Performance Goals

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Summative	9-12	Diagnostic/Benchmark Assessment (NWEA MAP): Administered to grades 9–12 three times a year (BOY, MOY, EOY) to assess student progress, predict state assessment performance, and provide real-time learning insights.	Long-Term Goal: 100% of students achieve RIT growth by EOY.
Summative	11-12	ACT: Administered 1–3 times for grades 11–12 to measure college readiness and serve as a college admissions criterion.	Long-Term Goal: 70% of students achieve the ACT college readiness benchmark (Math - 22, Science - 23, English - 18, Reading - 22).
Summative	9-10	Practice/PreACT: Administered 1-2 times yearly to grades 9–10 as a practice opportunity and to collect data for instructional planning.	Long-Term Goal: 70% of students achieve 2+ points of growth from BOY to EOY.
Summative	9-12	AP Exams: Administered annually for grades 9–12 to assess course mastery and meet College Board criteria.	Long-Term Goal: 100% of students take and pass at least one AP Exam by senior year.
Summative	9-12	EOC/STAAR: Administered once for grades 9–12 to assess TEKS mastery and serve as a high school graduation criterion.	Long-Term Goal: 90/60/30 (Achieve/ Meets/Masters) across all EOC exams
Formative	9-12	Daily Exit Tickets: Administered daily in grades 9–12 to assess TEKS mastery, guide reteaching plans, and inform the second block of instruction. Data is analyzed in daily meetings.	This assmt contributes to goal stated earlier in application: ≥55% students English I EOC and ≥45% on Alg 1 EOC will demostrate proficiency by end SY26-27
Formative	9-12	Unit Assessments: Conducted as outlined in the curriculum to measure TEKS progress and mastery, identify intervention needs, and assess school progress toward goals.	This assmt contributes to goal stated earlier in application: ≥55% students English I EOC and ≥45% on Alg 1 EOC will demostrate proficiency by end SY26-27
Formative	9-12	Subject-Based Interim Assessments/ Projects: Conducted every 6–8 weeks for grades 9–12 to generate data on TEKS mastery, inform reteaching strategies, identify students needing intervention, and measure school progress.	This assmt contributes to goal stated earlier in application: ≥55% students English I EOC and ≥45% on Alg 1 EOC will demostrate proficiency by end SY26-27
Summative	9-12	Reading Assessments (Critical Reading Inventory (CRI), Degrees of Reading Power (DRP), Scholastic Reading Inventory (SRI)): Administered as needed for Tier 2 and Tier 3 diagnostic purposes to identify literacy skill needs and monitor intervention progress.	Diagnostic exam that will be used to monitor growth toward meeting goals stated earlier in application: ≥55% students English I EOC and
Formative	9-12	STAR Math: Administered as needed for Tier 2 and Tier 3 diagnostic purposes to identify math skill gaps for below-grade students.	Diagnostic exam that will be used to monitor growth toward meeting goals stated earlier in application: ≥45% on Alg 1 EOC will demonstrate proficiency by end SY26-27

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Formative	9-12	Early Warning Sign Assessment: Conducted every 6–8 weeks to identify students at risk of disengagement through analysis of attendance, discipline, and GPA data.	Diagnostic that will be used to monitor growth (especially through GPA) toward meeting goals stated earlier in application: ≥55% students English I EOC and ≥45% on Alg 1 EOC will demonstrate proficiency by end SY26-27

Click to add a row to the table above. Click to remove a row from the table above.

Academic Data Analysis

Describe how data related to students' academic progress will be analyzed. Explain how school leaders and teachers will use this data to drive professional development and to inform and differentiate instruction to improve student learning. Identify other sources of data (local or otherwise) that will be collected and analyzed, if any.

Our approach to data analysis is fundamentally integrated into daily instructional practices, ensuring comprehensive student support and continuous improvement. We have identified five key functions that drive our data-driven instruction methodology:
1. Setting the Bar for Rigor - Our data analysis begins with establishing high academic standards derived from rigorous external benchmarks. While we do not simply "teach to the test," our curricula and performance tasks are backwards designed from learning targets established by TEKS, Advanced Placement, ACT, and other nationally normed measures. This approach ensures our students can demonstrate proficiency on standardized assessments and engage in college-level coursework without requiring remediation.
2. Driving Instruction - The daily instructional model is meticulously structured to leverage data in real-time. Each two-hour core class period is strategically divided, with an hour-long teacher data meeting occurring while students attend math, physical education, art, foreign language, or other elective classes. During these meetings, each Teaching Team—comprised of an Expert Teacher, Lead Teacher, and three Teaching Fellows—analyzes student work and formative assessment data. Based on this analysis, they develop differentiated reteaching and extension strategies, dynamically regrouping students to address demonstrated learning needs.
3. Measuring Student Proficiency and Growth - We track real-time data on student progress toward learning targets, utilizing interim assessments and daily performance metrics. All data is entered into our Learning Management System, allowing Teacher Teams to evaluate proficiency across individual and subgroup levels. Critically, we prioritize student transparency, enabling students to reflect on their own progress, set ambitious yet attainable goals, and take active ownership of their learning journey.
4. Screening for and Monitoring Intervention - Beyond standard instruction, we implement a robust system for early identification and support of students who may require additional academic assistance. Students undergo quarterly assessments to identify potential academic disengagement and specific support needs. Our Multi-Tiered System of Supports (MTSS) framework provides targeted interventions at Tier 2 and Tier 3 levels, with regular monitoring to measure intervention effectiveness and ensure students are appropriately supported and successfully transitioned.
5. Professional Development and Training - The success of our data-driven approach hinges on educators' capacity to interpret and apply data effectively. Our comprehensive training program is led by the Principal and supported by the Superintendent and Chief Academic Officer, with a focus on embedding data analysis skills into daily practice. Teachers undergo extensive training that covers critical areas including measure definitions, reporting protocols, real-time assessment techniques, and strategic decision-making.

The school's schedule incorporates eight 60-minute data meetings per week, which serve as ongoing professional development opportunities. During these sessions, Expert Teachers model effective data analysis and instructional adjustment techniques, ensuring that data insights directly translate into classroom practice. Teachers also receive intensive training focusing on the Learning Management System (LMS), with a deep dive into

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data input, report generation, trend identification, and intervention monitoring. To ensure practical application and accountability, the Principal and Assistant Principal of Teacher Teams regularly observe data meetings and classroom instruction. After each diagnostic assessment, teachers participate in structured reflection and planning cycles, with continuous support through coaching sessions that integrate data analysis findings. Innovative approaches include engaging students in analyzing their own achievement data, promoting goal-setting and learning ownership. The training goes beyond technical skills, emphasizing how to use data as a dynamic, responsive tool. Teachers learn to transform raw numbers into actionable insights, with a focus on measuring student proficiency and growth. Family workshops complement this approach, increasing data literacy and empowering families to support their children's academic achievement. By creating a comprehensive, structured approach to data training, Arcadia High School establishes an environment where continuous improvement is not just a goal, but a daily practice. The program ensures that data drives student growth and goal achievement at every level, with teachers equipped to make informed, responsive instructional decisions.

IV. Start-Up Plan [Year 0]

Charter School Program Start-Up Grant

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school. See Detailed Start-Up Plan.

As detailed in the Start-Up Plan Attachment A-031, Arcadia has developed a comprehensive and ambitious start-up plan to guide the school's development from post-approval to successful and timely opening. This plan outlines key tasks, timelines, accountable individuals, and strategic grant-funded expenditures necessary for ensuring a successful launch. The timeline and our working assumptions are based on current beliefs and expectations, as well as on the best practices shared by high performing charter schools. Upon receipt of a charter contract, the Board will oversee the development of a more specific and comprehensive action plan with clearly defined milestones, responsible person(s) and deadlines.

PAYROLL
The Superintendent, hired in Year 0, will spearhead this work and hold responsibility for managing the start-up phase primarily focused on planning the educational program and model of the School, including staff recruitment and hiring, student outreach, curriculum and instructional material development (technology, curriculum resources, furniture, etc.) and facility preparation. A Principal (0.5) will join the team mid-year (approximately January 2026), allowing time to lead and participate in mission-based onboarding and collaboration with the Superintendent and will work to further develop the educational plan for the school. These positions will be partially funded with CSP planning monies estimating that 80% of their time will be spent on CSP allowable planning activities in support of successful school start up and 20% is projected to be spent on non-CSP eligible activities related to ongoing operations of the school. The total projected salary and benefits costs for Year 0 under CSP is $228,961. These positions are essential to recruiting and hiring high-quality school staff in time for their participation in professional development Then, in Year 1 we anticipate the following CSP payroll costs associated with the planning phase, up to the first 30 days of school, in refining the educational model and partaking in critical professional development aimed at building the critical foundation for Arcadia success: 60% of the Superintendent’s time, 60% of the Principals time, 30% of the newly hired Assistant Principal-Teacher Teams, 30% of the newly hired Expert Teachers, and 20% of the newly hired Lead Teachers. The total projected salary and benefits costs for Year 1 up to the first 30 days of school is $33,239.

CONTRACTED SERVICES
Arcadia’s commitment to professional development begins two weeks before school opens, with CSP funds allocated to secure training focused on instructional strategies in Year 0. In Year 0, Arcadia has budgeted $10,000 for staff development to support this critical planning phase. Starting in Year 1, Arcadia has projected $24,000 in

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professional development with 50% focused on the planning phase necessary for the success of the school, projected at $12,000 out of CSP grant funds.

SUPPLIES AND MATERIALS
CSP funds will also be used to purchase essential, one-time start-up instructional supplies, non-consumable supplies, equipment, furniture, and technology necessary to implement our transformative educational program and be ready to support students on Day 1. This includes the following projected CSP implementation costs:
-In Year 0 we project the following: $7,560 in non-consumable classroom/teaching supplies and materials (30% of what is budgeted in the Financial Plan Workbook), $5,040 in non-consumable textbooks/workbooks (30% of what is budgeted in the Financial Plan Workbook, $160,000 in equipment/furniture which includes the purchase of 260 mobile desks and chairs to enable adaptive classroom layouts, and $244,000 in technology for 28 smartboards (two in each double-sized classroom to support differentiated instruction and the remaining for traditional classroom settings and shared spaces to be used by Teacher Teams), 240 student devices, and 36 staff laptops.
-In Year 1 we project the following: $7,560 in non-consumable classroom/teaching supplies and materials (30% of what is budgeted in the Financial Plan Workbook), $5,040 in non-consumable textbooks/workbooks (30% of what is budgeted in the Financial Plan Workbook, $33,600 in other necessary start-up equipment/furniture, and approximately $130,500 for additional start-up technology needs including additional student and staff devices critical to the success of the Arcadia.

OTHER OPERATING COSTS
Arcadia has also allocated a $45,000 marketing budget across Year 0 and Year 1, to be dispersed across the planning and launch year, for various outreach and branding initiatives. Of this total budget, we expect that 50% will be covered by CSP to support, for example, the development of recruitment materials, such as multilingual flyers and digital and print advertising, to ensure inclusive and targeted community engagement within Alief and surrounding communities. These are among several efforts included in the broader marketing budget to support the successful launch of Arcadia High School. Promotional items will not be purchased with CSP funds.

Disaggregated Costs

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.

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Payroll	IIn Year 0, Arcadia will cover 80% of the Superintendent's salary and benefits and 80% of the .5 FTE Principal's salary and benefits (hired in January 2026) for critical planning of the educational program, staff recruitment and hiring, student outreach curriculum and instructional material development (technology, curriculum resources, furniture, etc.) and facility preparation. In Year 1 we anticipate the following CSP payroll costs associated with the planning phase, up to the first 30 days of schools, in refining the educational model and partaking in critical professional development aimed at building the critical foundation for Arcadia success: 60% of the Superintendent's time, 60% of the Principals time, 30% of the newly hired Assistant Principal-Teacher Teams, 30% of the newly hired Expert Teachers, and 20% of the newly hired Lead Teachers.	$262,200.00	$0.00

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Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Professional Contracted Services	Critical start-up staff development necessary to the success of Arcadia ($10,000 in Year 0 and $12,000 in Year 1)	$22,000.00	$0.00
Supplies and Materials	Projected to cover non-consumable classroom/ teaching supplies and materials, non-consumable textbooks/workbooks, equipment/furniture to enable adaptive classroom layouts, and technology for differentiated instruction and student and staff devices ($416,600 in Year 0 and $176,700 in Year 1). Some items will be purchased during the planning phase but are an implementation activity.	$0.00	$593,300.00
Other Operating Costs	Marketing/Recruitment/ Informing the Community ($11,250 in Year 0 and $11,250 in Year 1)	$0.00	$22,500.00
Capital Outlay		$0.00	$0.00

Total Planning Activity Costs	$284,200.00
Total Implementation Activity Costs	$615,800.00
Total Planning + Implementation Activity Costs	$900,000.00

Financial Sustainability

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Arcadia High School is committed to financial sustainability beyond the Charter School Program Start-Up Grant period (2025-2026 and 2026-2027) through strategic planning, efficient resource use, and diversified funding. Arcadia prioritizes the use of CSP funds on one-time start-up expenses, allowing the use of state funds to be used on core operations allowing for better sustainability after the end of the CSP grant period when receiving ADA funding and other philanthropic and Federal support. Additionally, our financial sustainability plan focuses on these key components:
1. Incremental Growth Model - Arcadia will scale by adding one grade level per year, reaching full enrollment in Year 4 (2029-2030). This phased approach ensures alignment of resources with enrollment growth and associated revenue.
2. Self-Sufficiency at Scale - Arcadia projects stable state and federal funding of $12,015 and $1,059 per daily attending student, respectively, based on a conservative 93% daily attendance assumption—an expectation we are confident we can surpass. By Year 4, when Arcadia reaches full enrollment, the school will be fully funded through recurring state and federal revenues, eliminating any reliance on philanthropy. This financial independence ensures long-term sustainability as we scale to serve our full student body.
3. Zero-Rent Facility Agreement - Arcadia expects to secure a zero-rent facility agreement for its proposed location, with reduced operational costs, as detailed in our supporting letter from Étoile Academy (pg. A-023). This partnership ensures significant cost savings and supports our long-term financial sustainability. Arcadia has a detailed contingency plan in place to account for any changes in our current facility plans.
4. Cost Management - Arcadia is committed to strong cost-control policies and effective resource management. Whenever possible, we will share services with a school located on the same campus or in a nearby facility to

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maximize efficiency. Our approach includes conducting thorough cost-benefit analyses for outsourcing versus in-house services to ensure the most effective use of funds. Additionally, our budget will always include a contingency fund of at least $100 per student, approximately 1% of the operational budget, to address unforeseen expenses.
5. Cash Reserves - We aim to build cash reserves covering at least 40 days of expenses as soon as possible, achieving excellent ratings in this area under the state's financial accountability system, Charter FIRST. After the growth period, once the school reaches scale, we anticipate operational surpluses of ~2–3%, which will allow us to exceed the 40-day cash on hand reserve.
6. Philanthropic Support - In addition to hopefully securing a zero-rent facility, and with the expectation that Arcadia will be fully self-sufficient once the student body reaches full scale, we are pursuing targeted philanthropic support to strengthen our financial foundation during the planning and growth phases:
-School Empowerment Network: Providing substantial in-kind support— consulting, technical assistance, and leadership development—totaling $250,000 in the pre-planning year, $200,000 in the planning year, and $100,000 annually during growth years (see letter of support on pg. A-026).
-Charter School Growth Fund's SEED Grant: Applied for $250,000 for the planning year on December 2, 2024, with plans to seek additional support during growth years.
-Brown Foundation: Applied for $250,000 for the planning year and awaiting a decision; we aim to build a lasting partnership for continued support during our growth phase.
-New School Venture Fund: Submitted eligibility form on December 10, 2024, and approved to submit a final application by January 8, 2025, for planning year funds, with intentions to engage further during growth years.
Arcadia has a Contingency Plan to address any funding gaps should these expectations not materialize. For details, see Section III. Staffing Plan, and "Contingencies" in the budget narrative

Conclusion
Arcadia Schools has developed a robust financial plan to ensure long-term sustainability and independence. Through strategic growth, cost-control measures, and a proposed zero-rent facility agreement, we are confident in our ability to maximize resources and achieve full self-sufficiency by Year 4. With strong backing from the School Empowerment Network, targeted philanthropic support, and disciplined contingency planning, Arcadia is well-positioned to deliver a financially sustainable, high-quality educational model that will serve students and families for generations to come.

Board Oversight: Monitoring Implementation of Start-Up

Describe how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.

As explained in more detail in the Governance Section, the Board's role is one of governance and oversight of operations and academic outcomes, in addition to the non-delegable duties of the Board under TEA rule. Therefore, the Board's role in implementing the start-up plan, start-up grant, and associated budget involves approval, ensuring mission and goal alignment, and oversight of the Superintendent who the Board holds accountable for implementation. The Board sets policies and monitors implementation and compliance through information presented in the dashboard at monthly meetings, beginning upon approval. The model and strategy for oversight described below will be applied to the start-up plan, CSP grant, and associated budget. For example, the Board may set a SMART goal to ensure that all funds allocated through the CSP grant are spent in alignment with the grant requirements and the school's approved start-up plan. The Superintendent develops a spending and implementation plan, ensuring that all budgeted items align with grant priorities, including but not limited to facility preparation, hiring of critical eligible positions, curriculum design and preparation for the first day of school, informing the community about the school, technology and furniture acquisition, curriculum procurement, and hiring plans. The Superintendent provides updates to the Board during monthly meetings, including a detailed budget report that tracks CSP expenditures against approved grant categories. The Board reviews these reports to confirm alignment with the mission and goals of the school. If discrepancies or delays in

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implementation arise, the Board requests the Superintendent to present an adjusted plan, such as reallocating grant funds to address unanticipated needs (e.g., additional technology or professional development). The Board evaluates the revised plan for mission alignment and budget appropriateness, approving amendments as necessary.

This approach ensures that the Board remains informed and engaged in monitoring the implementation of the start-up plan, grant, and budget while delegating day-to-day execution to the Superintendent. The data-driven reporting cycle provides the Board with the necessary information to fulfill its governance and oversight responsibilities effectively.

Start-Up Grant Program Goal

Charter School Program (CSP) Start-Up Grant - SMART Goals

Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's student outcome goals. Include all progress measures that will be used to track each start-up goal.

	Outcome Goal	Progress Measures
Ex.	Purchase and install SMART Boards in 100% of classrooms by July 1, 2025.	
Goal 1	Purchase 28 Smartboards and install 2 Smartboards in 100% of double-sized classrooms and the remaining in traditional classroom settings and shared spaces by first day for staff on July 20, 2026.	Review procurement and delivery timelines by March 2026. Log scheduled installation dates by June 2026. Use a school-developed checklist to verify Smart Boards are installed in all classrooms by July 2026.
Goal 2	Engage 100% of teaching staff in at least 4 days of professional development related to instructional strategies prior to opening day on August 3, 2026.	Email a PD schedule listing the required number of days (10 days) to teachers by June 2026. Gather sign-in sheets to document attendance at each PD session. Receive completed surveys post-PD from 100% of teachers that participated in PD by August 2026.
Goal 3	Distribute more than 850 flyers throughout the target geographic area between August 2025 and June 2026.	Develop a comprehensive engagement plan by June 2025 that outlines the number of events, empathy interviews, and focus groups needed monthly to reach a target of 350 community members. Finalize collateral designs by July 2025 (including flyers, informational decks, etc.) Begin disseminating outreach materials by August 2025. Track number of interactions, recording the number of people engaged and key feedback, along with next steps to implement feedback, including presenting to board and discussing with the broader Arcadia team and community.

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	Outcome Goal	Progress Measures
Goal 4	Intentionally engage with at least 350 community members via 1:1 empathy interviews (can be impromptu in the community), focus groups, community engagement events, and tabling events between August 2025 and May 2026.	Develop a comprehensive engagement plan by June 2025 that outlines the number of events, empathy interviews, and focus groups needed monthly to reach a target of 350 community members. Finalize collateral designs by July 2025 (including flyers, informational decks, etc.) Begin disseminating outreach materials by August 2025. Track number of interactions, recording the number of people engaged and key feedback, along with next steps to implement feedback, including presenting to board and discussing with the broader Arcadia team and community.
Goal 5		

Governance, Leadership, and Talent

I. Formation, Structure, and Community

See Attachments:

- Articles of Incorporation
- Legal History
- Organizational Bylaws
- Code of Ethics and Conflict of Interest Policy

Current Board Members

Please note, Sole Member Board structures are not permitted for purposes of this application.
See Board Member Résumé and Affidavits.

Board Member	Status	City	Primary Skill Set
Kenneth Goeddeke	Voting	Houston	Governance
Allen Anderson	Voting	Dallas	Human Resources
Eduardo Contreras	Voting	New York	Finance
Freddy Gonzalez	Voting	Austin	Educational Leadership
Anthony De Leon	Voting	Houston	Community Engagement
Alexander Shub	Voting	New York	Fundraising
Bryan Contreras	Voting	Houston	College and Career Readiness
Ashleigh Fritz	Voting	Houston	Curriculum Expertise
Diana Zarzuelo	Advisory	Houston	Fundraising
Marvin Pierre	Advisory	Houston	Public Relations
Elliott Witney	Advisory	Houston	Executive Leadership
Meron Tekle	Advisory	Houston	Educational Leadership
Anastasia Anderson	Advisory	Houston	Governance

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Roles and Responsibilities

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(I)

Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners. If an applicant believes that any component of this question is addressed elsewhere in the application, cite the section(s) and subsection(s) of the response material.

Arcadia School's governing Board holds the school accountable for fulfilling its mission, achieving desired outcomes, and ensuring the right strategic direction. The current Board, composed of 7 to 11 hand-selected voting members, is reflective of the targeted community and is committed to delivering on the promise to provide the community with a thoughtful and innovative school model.
Arcadia High School operates as part of a 501(c)(3) nonprofit organization, Arcadia Schools, which is dedicated to the creation and support of charter schools. The Board serves a dual role as both the governing body for the nonprofit organization and the School Board for Arcadia High School. This structure ensures a cohesive alignment between the nonprofit's mission to foster high-quality education and the operational oversight required to fulfill the school's academic and organizational goals.

The Board functions as the highest decision-making authority within the school and is directed to implement the public school program authorized by its charter and to ensure the academic performance of its students. Key responsibilities and oversight include:
- Legal, Financial, and Fiduciary Accountability: The Board monitors finances, and conducts long-term financial and strategic planning to ensure effective allocation, deployment of the school's resources on a day-to-day and month-to-month basis, and the school's long-term fiscal viability.
- Policy: The Board develops and enforces high-level policies to steer the school toward goal attainment. Low-level managing policy decisions are the school leadership team's responsibility, with Board oversight.
- Compliance: The Board remains informed of applicable laws and regulations and ensures compliance with state and federal laws, regulations, and rules, including its charter and other governing documents.
- Leadership and Oversight: The Board is responsible for selecting, evaluating, and, if necessary, dismissing the Superintendent. Members guide the Superintendent while ensuring alignment with the school's mission.
- Monitoring Performance: A performance dashboard with defined metrics supports the Board's regular reviews of the school's academic, organizational, and financial progress.
- Non-Delegable Duties: Following Title 19 of the Texas Administrative Code (TAC) §100.1113(a)(1)), the Board has the final non-delegable authority over employee grievances, citizen complaints, or parental concerns; adopts and amends the annual budget; oversees public records; adopts policy; ensures audit reporting under TEC, §44.008(d), as well as authorizing the expenditure or obligation of funds, use of public property, adopting policies, and hiring/firing/supervising the Superintendent.
- Board Training: Members meet training requirements required by TAC §§100.1115, .1117, .1119 and .1121.
- Vision and Strategic Direction: The Board sets the school's vision, assesses future organizational needs, and develops and monitors measurable short—and long-term goals.
The Board structure allows the Board to guide the school without involvement in day-to-day operations while ensuring strategic oversight and accountability. Monthly Board meetings foster a culture of accountability. Meetings facilitate transparency and cultivate collaboration that is integral to our school model. A dashboard is used to track the school's performance in critical areas, providing the Board with accurate and timely information about the school's progress toward goals. It allows members to identify issues and make informed decisions to fulfill its oversight responsibilities. Dashboard data promotes communication and collaboration and, therefore, transparency and accountability. Routine review of performance data allows the Board to recognize positive and negative trends. Communication nurtures a working relationship with the Principal, the conduit between the Board and school staff.

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The number of Board Directors is not fewer than 7 or greater than 11. The Board recruits additional members with attention to a set of defined attributes, skills, and experiences . The process to secure members consists of a deliberate process that takes time to ensure that each candidate is fully aware of their role and responsibilities. Before the recruitment process begins, the governance committee gathers information to share with candidates, such as a Board Member Agreement and Bylaws during the interview process. Board member recruitment aligns directly with the school's strategic plan and goals. The governance committee members use existing relationships and networks to identify members that enhance the Board's ability to advise the school. Once the Board identifies a potential candidate, the committee works closely with the Principal to coordinate an interview and visit to become acquainted with the school's philosophy and environment. The governance committee makes recommendations to the full Board, and a vote occurs during the next scheduled Board meetings.

Board officers include the Chair, Vice Chair, Secretary, and Treasurer. The Chair leads the Board and presides over meetings, ensuring critical stakeholders collaborate to achieve the mission. The Chair serves as the primary advisor to the Superintendent. The Vice Chair supports the Chair and serves as the next in command officer. The Secretary holds responsibility for meeting minutes and communications while the Treasurer oversees financial matters. Collectively, the officers provide leadership and direction to the full Board.

The Board utilizes a zero-based committee structure, annually reviewing its work plan and creating only the necessary committees, preventing the Board from doing things in the same way each year (Johnson, ASAE, 2020) while providing members more time to concentrate on specific areas of expertise. Members will serve on up to two standing or ad hoc committees. Standing committees in Year 1 include the governance committee, academic excellence committee, finance committee, and the community engagement committee. These committees provide expert guidance to the entire Board. The Board will also collaborate with an Advisory Council composed of education leaders, staff, parents, and community members. The Advisory Council holds no governance responsibility but can support the Board by exploring issues in greater depth.

Arcadia High School does not intend to contract with a CMO or partner with a specific organization. However, School Empowerment Network (SEN), a national educational non-profit with a track record of supporting the development of innovative new schools, will serve as a pro-bono resource and support organization to Arcadia schools. Since 2015, SEN has partnered with over 25 districts across seven states, impacting more than 100,000 students through services that include Leadership Development, New School Design, and Executive Coaching. SEN is committed to supporting Arcadia Schools with approximately $250,000 in FY 2024-25, covering in-kind services and seed funding for the founding team, consulting for model and application development, and initial legal expenses for nonprofit status. In FY 2025-26 and beyond, SEN will continue to support Arcadia’s board and founding team with in-kind technical assistance from the executive leadership team. This support is valued at approximately $200,000. If any grant agreement or other relationship between SEN and Arcadia triggers any related party transaction under TEA rule, Arcadia will submit the matter to TEA for review and approval as provided for in TEA’s related party rules.

II. Superintendent Position Profile

Superintendent Salary Range

Salary Range [Proposed School]	$120,000-177,000
Salary [District of Location]	$314,150 (Quintero, Texas Public Policy Foundation, 2024)

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Qualifications and Experience

☒ The applicant has identified a candidate to serve as the founding superintendent. If so, provide their qualifications and experience in Superintendent Resume/Job Description.

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe the leader's connection to the community and/or ability to effectively serve the anticipated population. Do NOT input a response if the applicant has not identified a proposed superintendent.

Recruiting a Superintendent for the proposed school was intentional and collaborative, emerging organically through shared experience and a common vision. Having worked together for three years to drive instructional leadership and school improvement in Texas, a few of the proposed Board Members and the proposed Superintendent had built a relationship based on a shared commitment to addressing educational challenges and improving student achievement. As the concept for the proposed school evolved, the team met with stakeholders to draft a set of qualifications for the ideal leader. They aspired to recruit a School Leader with a passionate and intrinsically driven mindset, capable of recruiting and developing teams aligned with a shared mission and vision. The Superintendent needed to have the ability to lead change, prioritize student and community needs, and demonstrate an acute commitment to the profession. Other key qualities included being a visionary leader with proven experience serving the target population, a solid connection to the target community to foster trust and empower families as partners, and an impactful background in educational leadership. Moreover, the desired leader needed relevant work experience, expertise in professional development and coaching, and a human-centered approach to leadership. These attributes reflected the community-driven vision behind the school's creation.

After careful consideration of potential candidates, reflection, discussion, and learning of the proposed Superintendent's interest, the Board selected Mr. Mohamad Maarouf, a native and product of Houston, as the proposed Superintendent of Arcadia High School. Mr. Maarouf's exceptional track record in educational leadership, expertise in coaching and developing others, and an unwavering commitment to fostering innovative, student-centered learning environments made him the ideal candidate. Mr. Maarouf brings over 14 years of proven educational leadership and a robust track record of raising student achievement in both public and charter schools. With extensive administrative and teaching experience in Texas, the proposed Superintendent has consistently demonstrated the ability to lead schools serving diverse populations, particularly those with high percentages of economically disadvantaged students and Emergent Bilinguals.

As Principal of KIPP Houston High School, Mr. Maarouf led transformative initiatives that doubled Advanced Placement (AP) exam participation from 350 to 700 annually while increasing passing scores by 8%. Under his leadership, the school's Emergent Bilingual students achieved substantial gains across STAAR exams, with targeted interventions contributing to over a threefold increase in Math mastery rates and a nearly twofold increase in ELA mastery rates over three years. Mr. Maarouf achieved these outcomes through strategic professional development, rigorous data-driven instruction, and the implementation of restorative practices that reduced disciplinary incidents and improved school culture. During his tenure at KIPP, he led over seventy staff, managed multi-million-dollar budgets, and played a pivotal role in designing and implementing forward-thinking initiatives like Restorative Practices and AP For All programs.

Beyond campus leadership, Mr. Maarouf has driven school improvement efforts at a number of partner schools. He provided invaluable support to schools and districts across Texas through roles at Teaching Trust and as a current Program Director at the School Empowerment Network (SEN). In these capacities, he's impacted the development of over 50 School Leaders helping to launch innovative schools and implement systems that directly improved instructional quality and operational effectiveness. He's equipped School Leaders with actionable strategies for academic excellence and community engagement. Notably, 75% of the schools supported by his

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coaching at SEN achieved A or B ratings under the Texas accountability system (or equivalent). This extensive experience, coupled with a deep understanding of the unique needs of Houston's diverse student population, positions Mr. Maarouf as the ideal Superintendent and CEO for Arcadia Schools. His demonstrated ability to inspire excellence, implement research-based practices, and foster student success aligns seamlessly with the school's mission and vision.

Moreover, other noteworthy achievements include involvement in numerous leadership programs and boards—including KIPP School Leadership Programming, CollegeSpring Board, and SchoolBoard School —highlighting a commitment to driving systemic change and fostering community partnerships. His unique experiences and perspectives further equip him to build responsive educational environments. This leader's demonstrated ability to build collaborative teams, tailor instruction to meet diverse student needs, and inspire community engagement aligns perfectly with the mission and vision of Arcadia High School, ensuring its successful launch and long-term impact on the Alief community and beyond.

☐ The applicant has not identified a candidate to serve as the founding superintendent. If not, provide a sample job description in Superintendent Resume/Job Description.

Discuss the recruitment process that will be used to identify and select the candidate best qualified to lead the proposed school in achieving its mission. Include the timeline, criteria, and selection process. Do NOT input a response if the applicant has identified a proposed superintendent.

N/A

Evaluation of Superintendent

Explain how the superintendent will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See Superintendent Evaluation Tool.

Research confirms leadership is second only to teaching among school-based factors in influencing student learning (Leithwood et al., Wallace Foundation, 2004). At Arcadia, the Superintendent evaluation is an essential governance function. The evaluation serves as a means to not only monitor progress toward goal achievement but to also maximize the Superintendents' performance through ongoing and constructive feedback and targeted support.

The annual evaluation aims to uphold accountability and foster improvement while providing clear expectations and establishing areas of leadership focus. The Arcadia Board selected the Texas Association of School Boards' (TASB) Superintendent Evaluation system. This system, designed as a collaborative initiative with research-based best practices, promotes a growth mindset, guides self-reflection, informs professional development, and uses professional goals to maintain accountability and connect leadership development with organizational priorities. The process aligns with Arcadia's data-driven approach, including self-assessment and goal setting as a roadmap for achieving outcomes. The process recognizes personal strengths and identifies areas in need of development, enabling us to put structures in place to foster continued improvement. It entails the following three phases:
-Phase 1 (May - July) Setting Performance Goals/ Goal Setting Session: The Superintendent evaluation process begins in a Board Chair-Superintendent meeting where the two collaborate to discuss priorities, goals, roles and responsibilities, expected outcomes, and timelines. SMART goals, that align with school performance goals, are drafted by the Board Chair with the Superintendent before they are presented to the full Board for review and member consensus at an open meeting. The goals are then posted to the school website to garner visibility and stakeholder support.

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-Phase 2 (August - May) Monitoring Progress: Superintendent and the full Board collaborate to collect a set of qualitative and quantitative data measures to document the Superintendent's performance. Much of the data presented in the dashboard that is presented at monthly Board meetings, including data regarding student growth, enrollment, operations, school finances, etc. are used to monitor the Superintendent's progress. A minimum of one formative conference is held (mid-year) at which time the Superintendent updates the Board on progress toward goals and determines which practices need refinement. At this time, issues that may need attention are discussed and the Board determines what support the Superintendent may need to meet expectations.
-Phase 3 (June-July) Evaluating Achievements/ Formative Evaluation: In June (no later than July) the Board presents the Superintendent with a formal written evaluation (using a previously agreed upon evaluation tool such as the customized evaluation tools provided by the TASB), that includes a rating (E: Exceptional, P: Proficient, N: Needs Improvement) and a set of goals for the following year. This end-of-year conferencing nurtures a continuous cycle of feedback and improvement. The comprehensive evaluation system, used to track and monitor the Superintendent's efforts, is directly aligned with Arcadia's core belief in relentless support of excellence. Our expected outcome is that the Arcadia Superintendent earns a rating of P in Year 1 and consistently implements practices selected to improve the rating.

The structure, transparency and goal-oriented approach of the evaluation system aligns with Arcadia's approach to ongoing professional growth. The process facilitates open and ongoing conversation and promotes the Superintendent's drive toward continuous improvement.

The Board may adjust and amend this evaluation process as necessary to be effective and in accordance with any legal requirements or other best practices.

III. Staffing, Leadership and Professional Development

Staffing Structure

See Organizational Charts.

Instructional Leadership Team

Identify the proposed roles and responsibilities of the school's instructional leadership team beyond the superintendent. Identify the areas each role will oversee or facilitate and all applicable qualifications. See Leadership Team Résumés.

Role/Position	Area of Oversight and Responsibilities	Qualification Requirements

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Principal (Year 0)	The Principal plays a pivotal role in supporting the overall vision for academics, school culture, and the systems and structures that align day-to-day activities with the driving beliefs of the school community. In the planning phase, the Principal is critical in developing and refining the educational model and supporting effective staff-recruitment necessary for success on Day 1. To support the quality of academics and student achievement, the Principal directly supervises members of the Leadership Team. The Principal is responsible for working with the Leadership Team to organize professional development for the Teacher Teams during the summer and throughout the school year. The Principal ensures academic and cultural excellence throughout the campus on a daily basis through continuous progress monitoring of systems and structures that drive quality instruction. The Principal additionally holds authority to implement the Code of Conduct. The Principal is directly responsible for managing the APs, the Director level positions, and providing formal evaluations to 12th grade teachers when the school is at scale.	Bachelor's degree required (master's degree preferred); TX principal certificate highly desired with at least five years of successful teaching experience and five years in a leadership role such as instructional coach, department chair, or assistant principal; Arcadia highly prefers hiring a Principal with proven experience serving target youth with a strong background in delivering professional development and proven ability to accelerate student achievement. Experience working within team-teaching or collaborative instructional models is highly desirable.
Assistant Principal (AP) of Teacher Teams (Year 1)	The AP of Teacher Teams will play a pivotal role in managing and supporting the Teacher Teams at Arcadia. The AP of Teacher Teams will directly coach and manage Expert Teachers. This will include providing observation/feedback bi-weekly at the minimum, consistently attending daily data meetings and providing feedback, and providing professional development for Teacher Teams. Additionally, they will facilitate collaboration among team members, oversee lesson planning, and foster accountability by analyzing team performance data. When the school is at scale, each of the two APs of Teacher Teams will provide support and supervision to 6 of the 12 Teacher Teams and will formally evaluate the 6 Expert Teachers who head up those teams.	Bachelor's degree required (master's degree preferred) and a minimum of five years of successful teaching experience with at least two years in a leadership role such as Instructional Coach, Department Chair, or Assistant Principal. They should have a proven track record of improving teacher performance and student outcomes, particularly in schools serving diverse populations. Strong knowledge of instructional strategies, curriculum development, and data-driven practices is essential. Experience working within team-teaching or collaborative instructional models is highly desirable.

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Director of Student Support Services (Year 1)	The Director of Student Support Services is responsible for ensuring access to high-quality education for all students with diverse learning needs, including those served through Special Education, Emergent Bilinguals (EBs), and intervention services. This role involves designing and managing programs that comply with federal, state, and local regulations, advocating for student needs, and monitoring progress through data analysis. The Director provides training and support to staff for implementing effective instructional strategies, collaborates with families and external partners to develop individualized plans, and aligns services with the school's mission and goals. The Director of Student Support Services plays a key role in closing achievement gaps and promoting inclusive practices school-wide. The Director of Student Support Services is responsible for the supervision and formal evaluations for the four Special Education teachers, three ESL teachers, and four Foreign Language and Elective teachers.	The Director of Student Support Services should have a bachelor's degree and preferably a master's degree in Special Education, bilingual education, or a related field, along with 5+ years of experience working with Special Education, Emergent Bilinguals, or other special populations in an educational setting. The role requires a deep understanding of federal, state, and local regulations related to IDEA, Section 504, and Title III, as well as expertise in designing and managing programs to support diverse learners. Strong data analysis skills, the ability to monitor student progress, and a commitment to ensuring all students learn are essential.
Director of School Culture (Year 3)	The Director of School Culture ensures that programs supporting guidance and counseling, youth development, restorative practices, conflict resolution, internships, and college/career access are effectively implemented and aligned with the school's mission. This leader oversees the development and maintenance of a positive school culture, understanding its critical role in fostering student well-being, promoting engagement, and influencing academic achievement. The Director will support the Principal in assigning disciplinary consequences. By setting clear expectations, modeling core values, and supporting initiatives that build a safe, inclusive, and supportive environment, the Director of School Culture ensures that all students have the foundation they need to thrive both socially and academically. The Director of School Culture is responsible for formal evaluations of the four Guidance Counselors, four College Counselors and two Internship Coordinators when the school is at scale. Additionally, this Director will supervise and formally evaluate the PE and Art teachers.	The Director of School Culture should have a Bachelor's degree and preferably a Master's degree in education, counseling, social work, or a related field, along with at least two years of teaching experience and five years of experience in education or youth development focused on school culture, student engagement, or restorative practices. This role requires strong knowledge of restorative practices, guidance and counseling strategies, and the ability to build a positive, inclusive school culture that promotes belonging.

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Assistant Principal (AP) of Math (Year 3)	The Assistant Principal of Math will oversee the math department, ensuring high-quality instruction in a traditional classroom setting and conducting formal evaluations of the teachers in the department. The Assistant Principal of Math will conduct regular classroom observations, provide actionable feedback, and lead professional development sessions tailored to the needs of the department. They will support math teachers in planning and executing effective lessons, analyzing student performance data to inform instructional decisions, and driving strategies that improve student achievement.	Bachelor's degree required and a Master's degree in education and/or mathematics preferred and a minimum of five years of successful teaching experience in mathematics, preferably in a secondary school setting. Leadership experience, such as serving as a Department Chair, Instructional Coach, or Assistant Principal, is preferred, with a demonstrated record of improving student outcomes in math. Strong expertise in math instruction, curriculum development, and data-driven practices is essential.
Chief Academic Officer (CAO)	The CAO oversees and is ultimately responsible for the quality of implementation of the instructional work at the school level. The CAO provides oversight and guidance on the effectiveness of the model and helps the school's leadership team, as well as teacher teams within the school to address problems and increase their effectiveness. The CAO leads ongoing review of HQIM and RBIS to assess rigor, using data to monitor student progress and ensure achievement gaps are being closed.	A Master's degree is required, an EdD is preferred. Certified in T-TESS and T-PESS. Five years of successful teaching experience and five years in a role as a principal or principal supervisor. Experience working with a diverse high school student population and proven ability to improve student learning across a system. Bilingual or experience with instructional approaches for Emergent Bilinguals desired but not required.

Click to add a row to the table above. Click to remove a row from the table above.

Staffing Plan

Outline plans to ensure that the school remains fully staffed throughout the school year and strategies for addressing potential staff turnover, and specific plans to provide coverage in the event of staffing shortages.

Arcadia's school model was designed to create a robust talent pipeline over time. Our reimagined Teacher Team, with its differentiated roles and highly competitive salary structure, represents a long-term strategy for recruiting and retaining high-quality, mission-driven faculty and staff.

A career ladder is embedded in the differentiated roles, and the reimagined Teacher Team structures allow for daily apprenticeship, live coaching, and exposure to the content and skills required for newer teachers to progress to the next role on the "ladder" through formal and informal means. Below is a snapshot of how each defined role in the Arcadia model serves as preparation for the next level:
- Teaching Fellows are recruited from students' communities, brought into the classroom, and provided an on-

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ramp to a full-fledged teaching or counseling career. Because Teaching Fellows will be attached to a specific subject area team and will be receiving daily support and live coaching from both Expert and Lead Teachers, they will receive embedded, structured support daily and have a clear view of effective teaching. Teaching Fellows can also choose to pursue the counseling pathway for career advancement and would work closely with the Director of School Culture and Counselors in professional development as they practice supporting students in their current role.
- Lead Teachers participate in planning sessions and receive direct coaching from Expert Teachers daily; this provides a clear view of the Expert Teacher role and embedded capacity building to support ascension to that role. Lead Teachers mentor Teaching Fellows on the team, working directly with them during PD blocks in preparation for the next week's lessons and serving as a primary resource during lesson support.
- Expert Teachers supervise and support Lead Teachers and Teaching Fellows. They have the daily opportunity to simultaneously build and exercise leadership within the school model, thus creating a natural pool of potential Assistant Principal and Principal candidates over time. The Expert Teacher role attracts and retains talent due to increased compensation and impact, coupled with a more sustainable workload. While Expert Teachers provide a pipeline for administrative positions, it is expected that the increased compensation will enable Expert Teachers to stay in the classroom for the long term, reducing the need to continuously backfill the school's best instructors.

Teacher development is embedded into the Arcadia model in meaningful ways. Teachers have time during the day to collaboratively assess student work and plan for upcoming instruction, which research shows has higher-impact on student achievement, is more sustainable, and is less isolating. With time for planning, lesson rehearsal, grade-level team meetings, staff PD, and data meetings, Teacher Teams engage in a wide variety of collaborative discussions, all focused on delivering high quality instruction and effectively meeting individual student needs.

The level of teacher support and development embedded into the daily practices of the model represent a significant investment in teachers with the goal of improving their practice while retaining them over the long-term. In Arcadia's growth model, there will be opportunities for Teaching Fellows and Lead Teachers hired in the early years of the school to promote into the next tiers on the ladder as the school grows. Furthermore, if additional Arcadia Schools open, staff with experience in the model would be well poised for promotion into other schools. Lastly, the daily coaching and support Teaching Fellows and Lead Teachers receive from "best in class" Expert Teachers should prepare them for traditional teaching positions across the network as need arises. The Arcadia High School model creates a diverse talent pipeline who are coached by best in class teachers and learn from on-the-job experience. Our career ladder will build more educators than we have space for, and so, our intention is to partner with local school districts to provide certified teachers who can fill in their vacancies, where appropriate.

The above description represents a longer-term strategy and staffing goal as the school and network grow, our initial staffing needs and plans proposed are represented in the description below. We have three models: The Austere version, which represents our starting point; the Robust version, which represents our enhanced staffing model (reducing the ratio from 12:1 to 10:1 in the classroom); and our reduced staffing model to serve as a contingency plan to reduced funding. The ultimate staffing model and ratios will depend on many factors: student enrollment, the facility and space available, and teacher hiring success.

Under the Robust version, staffing is planned as follows:
-Year 1 (240 students): 4 Expert Teachers, 4 Lead Teachers, 17 Teaching Fellows, 3 Elective Teachers (including Art/PE), 2 Math Teachers, 1 SPED Teacher, and 1 ESL Teacher. Other personnel include: Superintendent, Principal, AP of Teacher Teams, Campus Director of Student Support Services, PEIMS Coordinator, Ops Associate, Secretary, Nurse (.5), Counselor
-Year 2 (480 students): 8 Expert Teachers, 8 Lead Teachers, 33 Teaching Fellows, 6 Elective Teachers (including Art/PE), 4 Math Teachers, 2 SPED Teachers, and 2 ESL Teachers. Other personnel include: Superintendent, Principal, AP of Teacher Teams, Campus Director of Student Support Services, PEIMS Coordinator, Ops Associate, Secretary, Nurse (.5), Counselor (2)

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-Year 3 (720 students): 12 Expert Teachers, 12 Lead Teachers, 50 Teaching Fellows, 7 Elective Teachers (including Art/PE), 6 Math Teachers, 3 SPED Teachers, and 2 ESL Teachers. Other personnel include: Superintendent, CAO, Principal, AP of Teacher Teams, AP of Math, Campus Director of Student Support Services, Campus Director of School Culture, Campus Director of Operations and Finance, PEIMS Coordinator, Ops Associate, Secretary, Nurse (.5), Counselor (4), Internship Coordinator
-Year 4 (960 students): 12 Expert Teachers, 12 Lead Teachers, 50 Teaching Fellows, 7 Elective Teachers (including Art/PE), 8 Math Teachers, 4 SPED Teachers, 3 ESL Teachers, and 6 12th-Grade Teachers (who also offer electives). Other personnel include: Superintendent, CAO, Principal, AP of Teacher Teams (2), AP of Math, Campus Director of Student Support Services, Campus Director of School Culture, Campus Director of Operations and Finance, PEIMS Coordinator, Ops Associate, Secretary, Nurse, Counselor (8), Internship Coordinator (2)

Under the Austere version, staffing is planned as follows:
-Year 1 (240 students): 4 Expert Teachers, 4 Lead Teachers, 12 Teaching Fellows, 3 Elective Teachers (including Art/PE), 2 Math Teachers, 1 SPED Teacher, and 1 ESL Teacher. Other personnel include: Superintendent, Principal, AP of Teacher Teams, Campus Director of Student Support Services, PEIMS Coordinator, Ops Associate, Secretary, Nurse (.5), Counselor
-Year 2 (480 students): 8 Expert Teachers, 8 Lead Teachers, 24 Teaching Fellows, 6 Elective Teachers (including Art/PE), 4 Math Teachers, 2 SPED Teachers, and 2 ESL Teachers. Other personnel include: Superintendent, Principal, AP of Teacher Teams, Campus Director of Student Support Services, PEIMS Coordinator, Ops Associate, Secretary, Nurse (.5), Counselor (2)
-Year 3 (720 students): 12 Expert Teachers, 12 Lead Teachers, 36 Teaching Fellows, 7 Elective Teachers (including Art/PE), 6 Math Teachers, 3 SPED Teachers, and 2 ESL Teachers. Other personnel include: Superintendent, CAO, Principal, AP of Teacher Teams, AP of Math, Campus Director of Student Support Services, Campus Director of School Culture, Campus Director of Operations and Finance, PEIMS Coordinator, Ops Associate, Secretary, Nurse (.5), Counselor (4), Internship Coordinator
-Year 4 (960 students): 12 Expert Teachers, 12 Lead Teachers, 38 Teaching Fellows, 7 Elective Teachers (including Art/PE), 8 Math Teachers, 4 SPED Teachers, 3 ESL Teachers, and 6 12th-Grade Teachers (who also offer electives). Other personnel include: Superintendent, CAO, Principal, AP of Teacher Teams (2), AP of Math, Campus Director of Student Support Services, Campus Director of School Culture, Campus Director of Operations and Finance, PEIMS Coordinator, Ops Associate, Secretary, Nurse, Counselor (8), Internship Coordinator (2)

Lastly, our reduced staffing model is represented below:
-Year 1 (240 students): 4 Expert Teachers, 4 Lead Teachers, 8 Teaching Fellows, 3 Elective Teachers (including Art/PE), 2 Math Teachers, 1 SPED Teacher, and 1 ESL Teacher. Other personnel include: Superintendent, Campus Director of Student Support Services, PEIMS Coordinator, Secretary, Nurse (.5), Counselor
-Year 2 (480 students): 8 Expert Teachers, 8 Lead Teachers, 16 Teaching Fellows, 6 Elective Teachers (including Art/PE), 4 Math Teachers, 2 SPED Teachers, and 2 ESL Teachers. Other personnel include: Superintendent, AP of Teacher Teams, Campus Director of Student Support Services, PEIMS Coordinator, Secretary, Nurse (.5), Counselor (2)
-Year 3 (720 students): 12 Expert Teachers, 12 Lead Teachers, 30 Teaching Fellows, 7 Elective Teachers (including Art/PE), 6 Math Teachers, 3 SPED Teachers, and 2 ESL Teachers. Other personnel include: Superintendent, AP of Teacher Teams, AP of Math, Campus Director of Student Support Services, Campus Director of School Culture, Campus Director of Operations and Finance, PEIMS Coordinator, Ops Associate, Secretary, Nurse, Counselor (4)
-Year 4 (960 students): 12 Expert Teachers, 12 Lead Teachers, 38 Teaching Fellows, 7 Elective Teachers (including Art/PE), 8 Math Teachers, 3 SPED Teachers, 2 ESL Teachers, and 6 12th-Grade Teachers (who also offer electives). Other personnel include: Superintendent, CAO, Principal, AP of Teacher Teams, AP of Math, Campus Director of Student Support Services, Campus Director of School Culture, Campus Director of Operations and Finance, PEIMS Coordinator, Ops Associate, Secretary, Nurse, Counselor (5)

At Arcadia, our student-to-teacher ratio and team-teaching model are central to our educational approach. Maintaining consistency is essential to ensuring that every student receives the support and high-quality

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instruction they deserve. To address short-term teacher absences without compromising our model, we have budgeted for two additional on-site Teaching Fellows when the school is at scale, who are thoroughly trained in our instructional model and familiar with our students. While one of these fellows will serve primarily as additional support for elective classes, such as PE, both will be prepared to step in to support vacancies as needed, ensuring a consistent and high-quality classroom experience. In emergency situations we are able to leverage the flexibility of our team-teaching structure to fill gaps and maintain high functioning teams across the school. With five teachers on each team, our model provides built-in capacity to cover teacher absences without students losing instructional time. Team members collaboratively adjust and redistribute responsibilities within the team when a team member is absent, allowing instruction to continue seamlessly and ensuring minimal disruption to the classroom environment. Administrators are prepared to cover for Expert Teachers when they are absent, and so overall, the Arcadia school model eliminates the need for external substitutes to support the Teaching Teams.

For longer-term or widespread staffing challenges, we remain committed to our mission and promises to families by taking proactive measures to ensure all teachers meet minimum requirements and have a Bachelor's Degree. These include hosting targeted recruitment events, engaging with local organizations and teacher preparation programs, and broadening our candidate pool to include individuals with nontraditional qualifications who demonstrate a strong growth mindset. Once hired, these team members receive professional development and mentorship from our Expert Teachers to align with our instructional model.

We also explore additional support such as competitive stipends for high-need roles like SPED-certified educators or ESL-certified teachers, as well as housing or childcare incentives to attract and retain top talent. When necessary, we partner with local organizations, such as Substitute Solutions, to secure well-qualified substitutes who align with our educational vision and would be used to cover absences for Arcadia teachers who are not teaching in the team model. By combining the flexibility of our team-teaching model with strategic staffing initiatives, we ensure that learning continues uninterrupted and that we remain true to the values and commitments that define Arcadia High School.

PEIMS [Public Education Information Management System]

Identify the position(s) that will facilitate all duties associated with PEIMS data collection and reporting, including: salary, formal PEIMS coordinator position (or not), and training that will be offered prior to Year 1.

In Year 1, Arcadia High School will hire one full-time ($50,000/year with benefits) Data Lead/Public Education Information Management System (PEIMS) Coordinator. The PEIMS Coordinator will be responsible for the collection and reporting of PEIMS data (e.g., student demographic and academic performance, personnel, etc.) in compliance with TEA PEIMS Data Standards; collaborating with the Operations Team to assume responsibility for preparing, compiling, reporting, and maintaining confidential records in a cloud-based Student Information System, such as PowerSchool, Ascender (or other provider), verifying data and submitting data in a timely manner; attending required workshops and disseminating information to applicable school staff. Arcadia High School's PEIMS Coordinator will receive training on PEIMS data collection requirements, and technical assistance from Region 4 Public Education Information Management System (PEIMS) Services (Region 4, esc4.net, 2024). Region 4 provides direct support to charter schools in understanding and complying with the TEA PEIMS Data Standards. We understand that the PEIMS position is one of the most important and critical positions to fill, and will ensure that the staffing for this role is successful.

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Professional Development Schedule [Year Zero]

Budgeted Amount:	$10,000

Using the chart below, provide a tentative schedule for professional development that will take place prior to the school opening. Identify content to be included during this induction period and how teachers will be trained to deliver any unique aspects of the educational program.

Timeframe	Content Focus	Delivery Design	Provider
Partial Day	School Culture	Daily Morning and Afternoon welcome and reviewing of the day. Every day of the staff summer professional development will start and end the same way: Mornings will include an icebreaker, reviewing the agenda for the day, and reviewing how our sessions for the day align with our overall school mission and model. Breakfast will be provided on most days. Afternoons will include acknowledgments and celebrations/gratitude, addressing any lingering staff questions from throughout the day, soliciting feedback from staff, and previewing the next day.	Arcadia Superintendent will model specific days and Arcadia Principal will lead

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Timeframe	Content Focus	Delivery Design	Provider
Whole Day	Leadership Team Training	Leadership-specific sessions focused on: a) building understanding of school vision, mission, values, and goals, b) their role and part in making the missions and vision come to life; admin roles and responsibilities c) team-building time. Why Arcadia and Why Us? Sharing the story of how Arcadia and the Superintendent got here and our "why", allowing the Leadership Team to share their why, and internalizing the campus mission and goals.	Superintendent
Whole Day	Leadership Team Training	Leadership-specific sessions focused on: a) curriculum internalization, b) coaching and feedback cycle training, c) team-teaching best practices and expectations in the context of the Arcadia teaching model.	Superintendent with facilitation support from curriculum and instructional coaches with SEN
Whole Day	Leadership Team Training	Leadership-specific sessions focused on: a) operations & logistics, b) strong start systems for the first 21 days of school, and c) staff summer institute and onboarding sessions.	Superintendent
Whole Day	Leadership Team Training	Leadership-specific sessions focused on: a) facilitating staff learning and staff development spaces and b) preparing for staff summer institute and onboarding sessions.	Superintendent
Whole Day	Leadership Team Training	Leadership specific structured work time geared to preparing for staff to arrive for onboarding.	Superintendent

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Timeframe	Content Focus	Delivery Design	Provider
Partial Day	School Culture and Operations	Day One AM- Whole-staff interactive workshops, team-building activities, and internalization activities to ensure alignment, and buy-in across the staff on: a) mission, vision, values, and goals, b) Arcadia's key design elements, and c) the "why" of existing/ case for change. Staff will develop a shared purpose through connecting with each other's stories of "why" and building on a collective and common purpose for becoming staff at Arcadia.	Principal
Partial Day	Instructional Theory and Practices	Day One PM - Teacher specific sessions focused on preparing teachers to teach. Focused on: a) How does instruction look and live out in Arcadia, b) Arcadia key design elements and instructional approach, and c) team teaching model overview, roles, and responsibilities.	Superintendent and Principal
Partial Day	Instructional Theory and Practices	Day Two AM- Teacher specific sessions focused on preparing teachers to teach. Focused on: a) schoolwide and classroom instructional expectations and systems, b) HQIM/RBIS, and c) cognitive science.	Outside Contractor
Partial Day	Instructional Theory and Practices	Day Two PM- Teacher specific sessions focused on preparing teachers to teach. Focused on: a) diving into the curricular materials and how to utilize them in teaching and b) HQIM Implementation and lesson internalization.	Outside Contractor (specific to curriculum)

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Timeframe	Content Focus	Delivery Design	Provider
Whole Day	Instructional Theory and Practices	Day Three - Teacher specific sessions focused on understanding teacher development at Arcadia, including: a) coaching and observation feedback cycles, b) staff development goals and times, c) PD structures, and d) team teaching collaborative planning structures.	Assistant Principal of Teacher Teams
Whole Day	School Culture and Operations	Day Four - Whole-staff interactive workshops, team-building activities, and walk-throughs of key routines to ensure alignment across the staff on: a) school routines and procedures, b) culture vision (including systems for student support and discipline), c) trauma-informed practices d) logistics, operational, and compliance expectations and systems, and e) competencies of an Arcadia teacher.	Principal and Outside Contractor (trauma-informed practices)
Partial Day	Instructional Theory and Practices	Day Five AM- Teacher specific sessions focused on structured planning sessions to align on curriculum and collaborative lesson planning to prepare for the first two weeks of school. Both culture lessons for student onboarding and instructional lessons.	Principal and AP of Teacher Teams
Partial Day	Instructional Theory and Practices	Day Five PM- Classroom set-up and team-teachers collaborative planning time.	Principal and AP of Teacher Teams

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Timeframe	Content Focus	Delivery Design	Provider
Partial Day	Instructional Theory and Practices	Day Six AM- Teacher specific workshops activities focused on lesson rehearsal. Including: a) hands-on practice sessions with feedback from peers and instructional coaches to refine teaching strategies, b) low stakes practice with coaching and observation tools and structures, and c) allowing for authentic interactions and reviewing expectations of roles between Expert Teachers, Lead Teachers, and Teaching Fellows.	Principal and AP of Teacher Teams
Partial Day	Instructional Theory and Practices	Day Six PM- Teacher specific workshops and data analysis activities focused on: a) internalizing campus/class data cycles at Arcadia, b) understanding, and receiving practice with, how to look at student data, create action plans, and using assessments to guide instruction, and c) internalizing the first 21 days of school progress monitoring and BOY data collection processes. ***Use real student data where available**	Principal and AP of Teacher Teams
Partial Day	Instructional Theory and Practices	Day Seven AM - Teacher specific sessions focused on: a) Arcadia and the diverse learner, how do we serve diverse learners? and b) what does this look like in actions and planning at Arcadia?	Director of Student Support Services
Partial Day	School Culture and Operations	Day Seven PM - Teachers will have classroom set-up and independent team planning time. Non-instructional staff will have sessions focused on: a) specific role trainings, b) customer support, c) First 21 days of school, and d) internalizing roles and responsibilities.	Principal

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Timeframe	Content Focus	Delivery Design	Provider
Whole Day	School Culture and Operations	Day Eight - Whole-staff collaborative activities and discussions to build rapport and strengthen the staff's buy-in and understanding of the vision and system for: a) family engagement including family orientation plans, roles, logistics, and rationale for each family engagement event throughout the year, b) professional expectations around how to engage with students, other staff, families, and community members, and c) fundamental expectations of being a member of Arcadia school including duty schedules, classroom schedules, and staff handbook.	Principal
Partial Day	Instructional Theory and Practices	Day Nine AM - Teachers receive level specific training, dependent on who we hire and what we see as the highest needs development areas, with some training happening before school starts and some throughout the school year. Here are some examples of types of professional development they would receive: a) Expert Teachers will receive training focused on refining practices and systemically developing others, including but not limited to: advanced pedagogy, differentiation for special populations, technology integration, and systems and mindsets for mentoring and developing other teachers. b) Lead Teachers will focus on advanced instructional leadership and classroom culture, including advanced classroom management strategies to promote independence and critical thinking, collaborative leadership techniques, data-driven instructional decision-making, curriculum design and	Leadership Team and outside contractor, as needed

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Timeframe	Content Focus	Delivery Design	Provider
Partial Day	School Culture and Operations	Day Nine PM- Outside of morning and afternoon huddles, all staff will have independent time to plan and prepare the learning environment.	Principal
Whole Day	School Culture and Operations	Day Ten- Outside of morning and afternoon huddles, all staff will have time to prepare themselves independently.	Principal
Whole Day	School Culture and Instruction	Stipends have been budgeted in order to provide whole-day onboarding before PD specific team members, dependent on need and skillset of team.	Superintendent and Principal

Click to add a row to the table above. Click to remove a row from the table above.

Discuss how and when teachers will be compensated for their time during the induction period.

Each teacher's contract outlines responsibilities and commitments, including time spent in professional development before school opens and during the school year. Staff PD (July 20 - July 31) is part of the normal contracted year. However, the budget includes additional dollars ($7500 during year 0) to compensate teachers for time before staff PD. These additional funds will be used to provide additional training as we deem necessary to teachers beforehand, including a one-day onboarding for Teaching Fellows, two-day training and prep for Expert Teachers, and other targeted sessions.

Professional Development Schedule [Following Year Zero]

Discuss how the annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, including protected time built into the master schedule for teachers to meet frequently and regularly for in-depth conversations about formative and interim student data in order to meet the needs of both struggling learners and learners needing acceleration.

At Arcadia, the purpose of professional development (PD) is to ensure that our staff is continuously learning and growing in the foundational anchors of our school model in alignment to our mission and vision. We also recognize that opening a new school means creating a community of students that we aim to unite around a shared culture. Therefore, PD is directly aligned to the anchors of the Arcadia model, the school's mission, and to the needs of the community served. The core components (described below) of PD at Arcadia are an ongoing and central part of the professional development and evaluation process; they support effective implementation of the educational program.

One of the key attractions of the Arcadia model for educators is the emphasis on professional growth. Professional development is a cornerstone of our commitment to fostering exceptional teaching and learning. Our PD framework is carefully integrated into the annual calendar and daily schedule, ensuring it supports both individual and collective growth. Through a combination of weekly individual coaching for instructional staff; summer PD and quarterly staff professional development days; ongoing job-embedded, weekly team meetings; and classroom observations and feedback, we prioritize and sustain a structured and responsive approach to

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teacher development.

Devoting significant attention to teacher development is important to Arcadia's long-term success, student achievement, and financial sustainability. Research shows that high teacher turnover rates in schools negatively impact student achievement for all the students in a school, not just those in a new teacher's classroom (Ronfeldt et al., Sage Journals, 2013). These rates are highest in schools serving low-income students and students of color. "Despite the fact that many new teachers enter the field hoping to make a positive impact on the lives of students, data reveals that many don't make it to their second year of teaching. Approximately 11 percent of new teachers leave the profession at the end of their first year, while almost half of new teachers leave the profession within their first five years" (Holley, Edutopia, 2022).

Teaching Fellows, who may be teachers at the beginning of their careers, career changers, retired teachers, etc., receive on-the-job training and mentorship from experienced educators, including the Expert Teacher and Lead Teacher. This structured support helps them develop their skills, build confidence, and advance their careers. The opportunity to work in a collaborative, supportive environment makes Arcadia an appealing option for new teachers. Support and coaching for Teaching Fellows includes, but is not limited to:
- Daily live coaching between Expert Teacher, Lead Teachers, and Teaching Fellows in classrooms and during data blocks.
- One-on-one coaching conversations between Expert Teachers and their team members on a bi-weekly basis during planning periods (or more frequently as needed).
- Informal coaching from Lead Teachers to Teaching Fellows, pairing with them consistently during weekly instructional preparation meetings and responding to real time needs during instructional delivery.

All members of the Teaching Team participate in weekly team meetings, including:
- Two one-hour grade-level team meetings for advisory curriculum, designing tailored student support plans for students in need, and grade-wide event planning.
- A two-hour lesson prep meeting for Expert Teachers and Lead Teachers to work together to prepare lessons for the coming week.
- A two-hour lesson rehearsal meeting for Teacher Teams to practice lesson execution and anticipate student misconceptions for the upcoming week (30 min or more of which may be used for full staff PD).
- Five one-hour flexible blocks of planning for Teacher Teams to identify the core standards/learning targets driving the next week's lessons and Expert Teachers to meet one-on-one with Lead Teachers and Teaching Fellows to provide feedback and coaching (and APs to meet with Expert Teachers one-on-one).
- Eight one-hour data analysis blocks for Teacher Teams to dig into student work, assess for student gaps and misconceptions, and prep for reteach opportunities when students return for the second hour of instruction.

In addition to the professional development embedded throughout the week described above, we have intentionally scheduled dedicated staff PD days across the school year. These quarterly PD days are strategically placed around the end of each grading period, providing teachers with the opportunity to conduct deep data analysis, reflect on instructional practices, and adjust strategies for the upcoming quarter. These PD days will also provide teachers with model-aligned training designed to enhance their instructional skills and ensure alignment with Arcadia's core values and teaching framework. By leveraging the annual calendar to incorporate these focused PD days, we create a consistent cycle of reflection, collaboration, and growth that empowers teachers to deliver high-quality instruction and fosters continuous improvement across our school community.

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IV. Teacher Growth and Capacity Building

Teacher Capacity Building

Identify personnel responsible for overseeing teachers' development and growth. Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

At Arcadia, our approach to teacher development is fundamentally rooted in the belief that continuous professional growth for our educators is essential to achieving our mission and is a core part of our school model. "A growing body of research shows that when teachers work more collaboratively, student outcomes can improve, teachers can be more satisfied in their jobs, and teacher turnover can decrease" (Public Agenda, Teacher Collaboration in Perspective, 2017). The instructional leadership team, which consists of the Principal, Assistant Principals, and Expert Teachers, will be directly responsible for overseeing teachers' development and growth. The Principal will lead the overall teacher development strategy, with Assistant Principals and Expert Teachers providing targeted, individualized support.

Methods for Growing Teachers
1.Comprehensive Annual Teacher Development Cycle—Arcadia backs our commitment to teacher growth and capacity building through systems and schedules that allow for intentional and protected time to ensure that every educator continually develops their craft.
-->Summer in-service professional development - before our students arrive for the first day of school, our school will invest significant time in preparing our educators through a) 5 days of professional development for the leadership team and b) 10 full days of training and preparation for all teachers and school staff. Summer in-service will utilize both in-house and external resources and professional development facilitators. With our deep connections with education leaders, we can receive specialized development in areas that are key to student achievement and align with Arcadia's model.
-->First 45 Days of School— All teachers of record engage in a beginning of year T-TESS conference and goal setting cycle. Throughout the year, sessions will focus on developing teacher efficacy in the specified T-TESS domains. The Expert Teacher model ensures that this development is not confined to formal coaching sessions but integrated into daily instructional practice. Expert Teachers provide continuous, embedded professional learning opportunities.
-->Weekly Support and Development is predominately scheduled during the work day, with a few hours happening during Friday early release days.
-------->Grade Level Meetings (2 hours weekly) - Led by the Director of School Culture (in Year 3 and Principal in Years 1 and 2) and focused on strategies for student support, grade-level trends and adjustments, and advisory lessons and execution.
-------->Data meetings and student work analysis (8 hours) - Led by the Expert Teacher, teams will analyze student performance data, collaborate on analyzing student work samples, and use data to drive planning and identification of intervention and support strategies as needed. Teams come together during this one hour block with the intention of preparing to address misconceptions and gaps when students return for the second hour of instruction.
-------->Lesson preparation (4 hours) - Led by the Expert Teacher, this time is for lesson internalization, lesson rehearsals, collaborative curriculum development, and planning for applicable instructional strategies.
-------->Individual/Team planning and coaching (5 hours weekly) - One hour of daily planning time for Teacher Teams. 4-4.5 hours of which are planning time for teachers and 30-60 minutes of which are available to conduct 1:1 coaching sessions utilizing the "Get Better Faster" framework. In the coaching sessions, teachers receive individualized feedback aligned with each teacher's specific area of growth and developmental stage and focused on their particular instructional goals and professional development. The Principal, Assistant Principals, Campus Directors, and Expert Teachers conduct coaching.

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-->Additional Annual Professional Development - Alongside summer PD and weekly professional development, we hold quarterly full-day staff development days for planning, growth, and collaboration. These non-student days, per our calendar include Fall (Oct. 12), Winter (Jan. 4), Spring (March 15), and End-of-Year PD (June 4).
2. Additional Supports for Novice Teachers & Teaching Fellows - recognizing the unique needs of new educators, we provide targeted support for our novice teachers through a) more frequent feedback through on the job oversight and guidance, b) paired mentorship with the Expert and Lead Teachers, c) specialized professional development workshops, and d) individualized growth plans and continuum of competencies.
3. Building a Ladder from Fellow to Expert Teacher
-->Hiring with intentionality- as we go through the recruitment and hiring process, we work to identify teachers with documented expertise in components of the Arcadia educational program (e.g., collaboration, deep learning, etc.). With support, these teachers may become experts in those areas. We also utilize external resources for specific workshops and training and implement a train-the-trainer model to optimize staff capacity while providing cost-effective professional learning opportunities.
-->The level of teacher support and development embedded into the daily practices of the Arcadia model support long-term teacher investment. All these elements combined will serve to attract and retain teachers. In Arcadia's growth model, there will be opportunities for Teaching Fellows and Lead Teachers hired in the early years of the school to be promoted to the higher tiers on the ladder as the school grows. Furthermore, once additional Arcadia schools open, staff with experience in the model would be well poised for promotion into other schools. Lastly, the daily coaching and support that Teaching Fellows and Lead Teachers receive from Expert Teachers should prepare them for traditional teaching positions across the district as the need arises. The Arcadia model creates a diverse talent pipeline with on-the-job experience.

Our staff development strategy centers on a comprehensive, multi-tiered approach to professional growth and instructional excellence, team-teaching framework. The core of our model is centered around the combination of on-the-job mentorship and training from the Expert Teacher to the Lead Teacher and Teaching Fellows as well as a robust coaching and feedback system designed to support teachers' continuous improvement through the "6 Steps for Effective Feedback" coaching framework and the "Get Better Faster" Scope and Sequence.

The coaching methodology is structured around our Expert Teacher model, where experienced educators provide daily, embedded mentorship to their Lead Teachers and Teaching Fellows. Each Expert Teacher will intentionally create opportunities for Teaching Fellows to take instructional leadership roles, observing and providing targeted feedback using Domains 1-3 of the T-TESS (Texas Teacher Evaluation and Support System) Rubric. Coaching sessions occur bi-weekly, with weekly classroom walkthroughs being conducted by administrators (Principal, APs, and Campus Directors) during initial implementation and transitioning to bi-weekly observations after the first month, ensuring that Teacher Teams receive comprehensive professional support.

Our Instructional Leadership Team will implement high-dosage coaching sessions with teachers working outside of the team teaching model (math, FL/electives, 12th grade teachers). Within the team teaching model, administrators provide feedback to the Expert Teacher after observations and Expert Teachers partner in the development of the Lead Teacher and Teaching Fellows on their teams. Expert Teachers primary mode for supporting and developing their team is through daily embedded mentoring, where Expert Teachers provide real-time modeling, co-teaching opportunities, and immediate feedback to Lead Teachers and Teaching Fellows. These sessions are designed to provide targeted support, particularly to teachers rated below Proficient in Domains 2 and 3 of the T-TESS Rubric.

The coaching approach includes a comprehensive tracking system that documents classroom observations, captures instructional trends, and monitors individual teacher progress. For Teaching Fellows needing intensive support, the model consists of immediate action steps within one school day of an observation and feedback discussion between the Expert Teacher and their team member, followed by a follow-up session within one week to observe implementation and progress. Lead Teachers will actively participate in this process, rotating instructional responsibilities to allow Teaching Fellows opportunities to lead lessons while being observed and

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coached.

Our coaching model aims to continuously enhance instructional quality, support individual teacher growth, and develop future educational leaders by creating a supportive, data-driven environment where experienced educators actively mentor and develop their Teaching Fellows.

Teacher Evaluations

Provide the title of the evaluation tool, if identified: T-TESS

Explain how teachers will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See Teacher Evaluation Tool.

At Arcadia, we are committed to holding teachers to high-performance expectations by implementing a rigorous and structured evaluation system. This ensures that teachers receive actionable feedback and professional support, fostering a culture of continuous improvement and high-quality instruction for all students.
Frequency of Evaluations: Teachers are formally evaluated four times a year using the Texas Teacher Evaluation and Support System (T-TESS). These formal observations are supplemented with bi-weekly informal observations (e.g., coaching sessions and walkthroughs). Pre-conferences, post-conferences, and end-of-year conferences are also conducted to provide ongoing opportunities for reflection, feedback, and professional growth.

Evaluation Tool: Texas Teacher Evaluation and Support System (T-TESS): Arcadia uses the Texas Teacher Evaluation and Support System (T-TESS) to formally evaluate teachers. This Commissioner-recommended appraisal process is designed to evaluate teacher performance while establishing a structured system of support. We selected T-TESS because of its capacity to provide both formative and summative feedback that directly informs instructional practices and teacher development. The system emphasizes the development of a Goal-Setting and Professional Development Plan (GSPDP) at the beginning of the year, ensuring teachers have clear, measurable goals aligned with their responsibilities. T-TESS evaluates teachers across four key domains:
1. Planning – Ensures lessons are intentional, aligned, and support diverse learners.
2. Instruction – Focuses on instructional delivery, student engagement, and rigor.
3. Learning Environment – Promotes positive, inclusive, and effective classroom management.
4. Professional Practices and Responsibilities – Encourages ongoing professional learning and ethical responsibilities.
This tool is particularly effective because it aligns teacher performance with student learning outcomes and mastery of Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs). It allows Arcadia to provide structured, actionable feedback that supports teacher growth while holding educators accountable to high standards.

Evaluators: The Principal, Assistant Principals, and Campus Directors, who are trained and certified as appraisers, are primarily responsible for conducting formal evaluations. Specific responsibilities include:
- Scheduling and conducting pre-conferences to clarify observation goals and expectations.
- Completing formal classroom observations lasting at least 30 minutes.
- Providing actionable feedback through post-conferences and written reports.
Informal observations and coaching walkthroughs are conducted regularly by the Principal, Assistant Principals, and Campus Directors, ensuring consistent feedback and ongoing support.

Desired or Expected Outcomes: The evaluation process aims to achieve the following outcomes:
1. Teacher Development – Using the "Get Better Faster" model, teachers receive feedback and work toward bite-sized, actionable goals for continuous improvement.
2. Student Success – Teacher performance is directly tied to student mastery of TEKS and SEs, ensuring alignment

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with academic standards.
3. Accountability and Support – Teachers not meeting expectations are placed on a Corrective Action Plan (CAP) with a clear timeline and defined steps for improvement. Failure to show adequate progress may result in dismissal or reassignment under at-will contracts.
4. Recognition and Incentives – T-TESS is aligned with the Teacher Incentive Allotment (TIA) requirements, enabling teachers to qualify for performance-based incentives.

Summary of Steps:
1. Goal Setting: Teachers develop a GSPDP (Goal-Setting and Professional Development Plan) at the start of the year.
2. Pre-Conferences: Evaluators meet with teachers to discuss goals and observation objectives.
3. Formal Observations: At least four 45-minute evaluations annually, focusing on T-TESS domains.
4. Post-Conferences: Teachers receive specific feedback and discuss next steps for improvement.
5. Informal Observations: Minimum bi-weekly coaching walkthroughs provide consistent feedback and monitoring.
6. Corrective Action Plans: Teachers needing improvement are supported through targeted plans.
7. End-of-Year Conference: A final review of teacher performance and progress.

By leveraging T-TESS, Arcadia ensures a comprehensive, data-informed approach to teacher evaluation, fostering a culture of accountability and excellence that benefits both teachers and students.

Teacher Growth

Discuss the school's plan for supporting teachers in need of performance growth.

The T-TESS is designed by educators to support teachers in their professional growth. As explained above, Arcadia provides intentional support and coaching to ensure teachers succeed. Supports are differentiated in direct response to level of need. However, should observation demonstrate the teacher has not responded to targeted supports that have been implemented, a corrective action plan is established with defined measurable expectations (growth goals), as well as timelines for meeting determined growth and goals. The plan delineates the responsibilities of the teacher and school leader(s) in implementing this plan. It is to be developed within 15 days following receipt of a “negative” rating. Progress is reviewed during each following post-observations conference and documented in the teacher’s file for review at the annual evaluation, as appropriate per the timeline defined in the plan. If improvement is deemed unsatisfactory and/or the pace is inadequate, the staff member’s employment will be terminated after the timeline provided in the corrective action plan. All termination decisions are made in the best interests of students.

Academic Experiences and Student Supports

I. High-Quality Instructional Materials

Identify state compliant curricular resources for the grade levels to be served in Year 1, including core content areas and any additional enrichment courses to be offered (specific to the school design) in the blank content boxes. If the applicant will create the instructional materials after a charter is awarded, cite guiding research behind the design in the description box. Lastly, identify if the materials are currently evaluated by either the Texas Resource Review (TRR) or State Board of Education.

Content Area	Grade(s)	Instructional Material	Course(s)	Evaluation Status
Reading Language Arts	9	Houghton Mifflin Harcourt Publishing Company, HMH Into Literature	English I	**On SBOE Adoption List**
Mathematics	9	Agile Mind, Inc., Agile Mind Texas Math	Algebra I, II, Geometry	**On SBOE Adoption List**
Science	9	Summit Learning, K12 Dynamic Science	Biology	**On SBOE Adoption List**
Social Studies	9	McGraw Hill, Texas Social Studies	World Geography	**On SBOE Adoption List**
Spanish Language Arts	9	Carnegie Learning's ¡Qué chévere!	Spanish	**Select Current Status**

Click to add a row to the table above. Click to remove a row from the table above.

High-Quality Instructional Materials

Explain why the instructional materials identified in the table above were selected and discuss how they fit the definition of high-quality: (1) aligned with the Texas Essential Knowledge and Skills (TEKS), (2) have a comprehensive and cohesive scope and sequence, (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and (4) are externally validated or research based.

At Arcadia, the curriculum is designed to be challenging and engaging as we aim to fulfill Lever 4 of the Effective School Framework, which creates the space for students to interact with TEKS-aligned content on a daily basis, engage with high-quality instructional materials, and complete rigorous assessments that support learning. Arcadia's curriculum selection process leveraged the SBOE review and selection process, ensuring the adoption of high-quality instructional materials (HQIM) that are fully aligned to all applicable TEKS. The proposed Superintendent led the founding team's deliberate and comprehensive review of materials. Guided by key criteria, the team reviewed curricula to determine which aligned most well with our goals, instructional priorities, and desire to maintain vertical alignment across grades 9-12 to prepare students to meet all standards in the current level and the next grade level, as well as to show mastery on grade-level assessments as they advance in grade levels, building and applying knowledge. The goal is to provide students with consistent exposure to grade-level content, ensuring that students are exposed to rigorous content that prepares them for the demands of higher education and the workforce.

The review resulted in selection of the following HQIMs, all of which are anchored in the four components TEA has deemed essential to being high quality and as seen in the IMRA process: 1. Standards and RBIS alignment, 2. Rigorous instruction that has clear learning objectives and presents rich content 3. Based on research and learning science that reflect evidence based practices, and 4. Sustained professional development that provides a teacher and student materials. "HQIM are curricular resources that: Ensure full coverage of TEKS, are aligned to evidence-based best practices in the relevant content areas of reading language arts (RLA), math, science, and

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social studies, support all learners, including students with disabilities, English Learners, and students identified as gifted and talented, enable frequent progress monitoring through embedded and aligned assessmentsInclude implementation supports for teacher, and provide teacher and student-facing lesson-level materials." (TEA.texas.gov, 2024)

Reading Language Arts: HMH Into Literature English I, II, III, and IV
HMH Into Literature 9-12 is a comprehensive, research-driven English language arts program that offers engaging, rigorous texts designed to build intellectual stamina and resolve. It nurtures reading with a deep lens, independent thinking, and accomplished writers. The materials, filled with relevant content, inspires students and supports them as they build agency and a growth mindset. The curriculum meets all the standards put forth by TEA to be considered HQIM.

HMH Into Literature received a 100% rating on the Texas Resource Review Rubric. Additionally, the curriculum met standards on EdReports curriculum review receiving 90/96 points for "building knowledge" on their 2019 curriculum review. (EdReports.org, 2019)

HMH into Literature is fully aligned with the TEKS. The curriculum's design ensures students engage with rigorous, grade-level standards across reading, writing, listening, speaking, and language skills. Tasks require students to think critically, interact with texts at appropriate levels of depth and complexity, and build mastery of the TEKS.

HMH into Literature is intentionally designed to provide a cohesive and comprehensive scope and sequence. Units are thematically organized, presenting a variety of high-quality, appropriately complex texts that build students' vocabulary and content knowledge over time. By connecting texts within and across units, Into Literature supports knowledge-building and coherence, allowing students to see how ideas develop and relate across genres and perspectives. This intentional design ensures students are prepared to meet the demands of increasingly sophisticated texts while developing the skills to think deeply and write effectively.

HMH includes grade-level engaging materials with engaging texts and assessments. HMH exposes students to a variety of appropriately complex texts with multiple genres of writing incorporated into each unit. Coherent sequence of texts builds vocabulary and content knowledge while engaging students in the text through tasks that develop reading, writing, listening, speaking and language skills. Tasks and questions require students to interact with grade-level standards and prompt students to engage in thinking at the depth and complexity expected. Units include opportunities for students to "Collaborate & Compare" in small groups, to engage in Socratic discussions, and other interactive activities, which lends well to the Arcadia model. Further, "teacher information includes guidance to support differentiation and implementation" in a student-centered learning environment (Houghton Mifflin Harcourt, Into Literature Publisher's Response, 2019). HMH emphasizes growth through a gradual release model of instruction that supports collaborative learning with attention to developing a focused growth mindset. A concept pioneered by psychologist Carol Dweck, growth mindset is a belief that a person's intelligence, competence, and talents can be developed through dedicated efforts and hard work. Studies show students with a growth mindset are much more likely to persist in their efforts and overcome challenges (Dweck, Walton, & Cohen, 2014). An essential component of the curriculum is peer collaboration. "The program is built on the promise of student outcomes. It is driven by data that allows teachers to close gaps…in their classrooms" (HMH, Into Literature, 2022).

HMH is research-driven and externally validated. HMH Into Literature meets expectations on EdReports, with strong ratings for text quality, instructional design, and progress monitoring. Additionally, its gradual release model emphasizes a growth mindset, equipping students to persist through challenges and develop confidence in their abilities. The curriculum incorporates data-driven tools that allow teachers to monitor progress, close

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learning gaps, and tailor instruction to individual needs. This ensures access to high-quality instruction and empowers students to achieve academic success.

Note: Once results from the Bluebonnet Learning implementation have been published, Arcadia intends to fully evaluate that offering and consider adoption. At time of application submission, IMRA approved ELAR curriculum were not available for High School English. Therefore, we relied on TRR rubric rated materials.

Math: Agile Mind Texas
Approximately one-fifth of 8th graders in the Houston area (22% in 2024) take Algebra I. Given this, we prioritized selecting a high school math HQIM that is Instructional Materials Review (IMRA)-reviewed for Algebra I, Geometry, and Algebra II to ensure consistency and alignment across the curriculum. This decision ensures both teachers and students benefit from a cohesive instructional framework, particularly as we anticipate enrolling 9th graders who may still be taking Algebra I alongside those progressing into more advanced courses. Having the same publisher and curriculum across grade levels can positively impact student achievement by ensuring consistency in instructional design, expectations, and terminology. This alignment supports a coherent learning progression, enabling students to build on prior knowledge year after year without disruptions caused by varying approaches or materials. K-12 dive emphasizes this idea that, “a quality curriculum should be "coherent and consistent across different education stages/grades/streams...” (Barack, K12Dive.com, 2018) supporting the idea that consistent curriculum implementation across grade levels can positively impact student achievement are found in a report from UnBound Ed (2024).

Agile Mind Texas Algebra I, Geometry, and Algebra II received 100% on the TEA’s IMRA rubric across all seven rated domains with strengths in: a) course-level design, b) unit-level design, and c) lesson-level design. Additionally, Agile Mind has a history of providing quality curriculum as evidenced by both their 2019 and 2016 EDReports review of their high school math curriculum (EdReports.org, 2016/2019). Agile Mind's Texas materials received a 100% rating on the TEA’s IMRA rubric in the area of “TEKS/ELPS alignment” (im.tea.texas.gov), ensuring that they address all required standards for high school mathematics. This alignment guarantees that students are exposed to the necessary grade-level content and skills in a rigorous and methodical manner. This comprehensive, vertical alignment helps students progress through a logical sequence of learning, preparing them for post-secondary opportunities in college, career, and military readiness.

Agile Mind Texas Math has a comprehensive and cohesive scope and sequence. The curriculum provides a well-structured progression of mathematical concepts, ensuring coherence from Algebra I through Algebra II. This is particularly important as our high school anticipates enrolling students at varying levels of readiness. Agile Mind's intentional scaffolding and differentiated support allows teachers to address individual learning needs with opportunities to bridge knowledge gaps, ensuring all learners can access grade-level content. Agile Mind includes grade level appropriate lesson materials with engaging materials. Agile Mind incorporates interactive and engaging lesson-level materials, including detailed advice for instruction, visuals, animations, and assessments. These resources are designed to support conceptual understanding for both teachers and students. The use of multimedia tools and real-world problem-solving activities enhances student engagement, making math accessible and relevant. Moreover, the curriculum embeds ongoing formative assessments, supporting Teacher Teams as they constantly use data to identify and address learning gaps and deliver tailored instruction.

Agile Mind Texas Math is externally validated and research-based. For instance, a partnership with the Charles A. Dana Center in the Rio Grande City Grulla ISD demonstrated its impact on teacher retention, professional growth, and student success with an Algebra I cohort. Despite challenges like high teacher turnover and opportunity gaps, the district saw improvements in End of Course performance and noted that students entered classrooms with fewer learning gaps due to the seamless flow of content across grade levels (Jones; Ayala-Rios & De la Garza,

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UTDanaCenter.org, 2024). Agile Mind's ability to empower teachers with deep content knowledge and effective pedagogy further supports its status as a research-based, high-quality instructional material.

Note: As Bluebonnet curriculum beyond Algebra I becomes reviewed we will continually reassess our curriculum and revisit the reviewed and approved curriculum for alignment to school model and best practices.

Science: Summit Learning K12 Dynamic Science
Summit K12 2024 Science materials, created for Texas by Texas science educators, are designed to develop knowledge progressively through the strategic integration of scientific practices, recurring themes, and key concepts. Materials provide ongoing opportunities for students to review, practice, and master knowledge and skills. Cross-content standards are embedded with frequent literacy connections, engaging writing opportunities and projects, as well as application of math calculations (Summit K12, 2023). The curriculum includes built-in scaffolding designed to help students behind grade level to close gaps. For example, Summit K12 curriculum has been shown to provide significant support for Emergent Bilinguals. At Harlingen CISD, for example, TELPAS scores grew by 11% after one year of Summit K12 implementation (Summit K12, 2020).

History: McGraw Hill Texas Secondary Social Studies
Linking history to the present day is essential for helping students make sense of our nation and the world (McGraw Hill, High School Social Studies, 2024). McGraw Hill designed this series in full alignment with TEKS to support students in gaining the knowledge and skills (e.g., understanding historical timelines, understanding continuity and change, recognizing cause-and-effect, and analyzing the impact of historical events on modern society) needed to succeed academically with a well-rounded understanding of history. The curriculum incorporates current events and historical knowledge to develop students' critical thinking, research, and inquiry skills, preparing students to become active citizens while also preparing them to pass the World History End-of-Course assessment that measures students' ability to make connections between different time periods. With a focus on relevant and engaging primary sources (oral histories, photographs, statistics, lyrics, legal agreements, etc.) and secondary sources, students gather evidence, draw conclusions, construct knowledge, communicate understanding, and build skills needed to take informed action. Finally, the HQIM incorporates compelling questions that encourage discussion, helping students explore others' perspectives and think critically about complex issues.

Spanish: Carnegie Learning's ¡Qué chévere! is a comprehensive 4-level Spanish language program for grades 6-12 that immerses students in culture, community, and communication–offering students an authentic experience of the Spanish language. It was selected for its student-centered approach.

Art: In accordance with §117.302, students can meet fine arts and elective graduation requirements by successfully completing one or more art courses; these may include Art I, Drawing I, Painting I, Art Appreciation, and Art and Media Communications I (one credit per course).

PE: One credit of PE is required for graduation. The Texas Education Code (TEC) §28.002(a)(2)(C) and SBOE rules in Texas Administrative Code (TAC) §74.1(a)(2)(C) identify PE as part of the required curriculum. Additionally, per SBOE rules in 19 TAC §74.2 and §74.3 instruction will be provided in all TEKS for PE at the high school level.

Electives: Students may take up to two electives per semester. The elective options will be informed by student interest. We anticipate the following electives will be offered in Year 1: Spanish, Art, and PE. We have budgeted to expand elective offerings each preceding year based on community input, so as to offer a plethora of options to students.

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Research underscores the cost-effectiveness of curriculum as a transformative tool for student achievement. However, many teachers report that their curricula lack alignment with standards, detracting from their ability to teach effectively. To address this, Arcadia supports teachers by allocating dedicated planning time, allowing them to focus on delivery and personalization rather than on creating or searching for materials. Studies such as The Opportunity Myth (The New Teacher Project, 2018) and Failing by Design (Pondiscio, Thomas B. Fordham Institute, 2016) highlight the importance of providing teachers high quality instructional materials and the time needed to internalize their intended application, noting teachers generally spend 7 hours per week developing instructional materials despite having only 3.75 hours per week for planning in their schedule. By providing a comprehensive set of tier 1 instructional materials, Arcadia saves teachers time, enabling them to focus on instructional delivery. Teachers are encouraged to use their prep time to prepare for effective "enactment" of the curriculum and implementation of the lesson.

At Arcadia, the curriculum is supported by a system of preparation and feedback to enable teachers to implement it effectively. By incorporating student-centered learning, mindful technology integration, and opportunity for real-world connections, the curriculum fosters relevance and excitement in learning, setting Arcadia apart from traditional public schools while providing families with a valuable educational option. Research shows, "When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher achieving peers began to narrow substantially" (The New Teacher Project, The Opportunity Myth, 2018).

Describe the process for systematic review, adoption, continuous improvement of High-Quality Instructional Materials (HQIM) that will follow the local board policy.

The Board's Academic Excellence Committee, with support from the school leadership team, particularly the CAO (and Superintendent preceding CAO's hire), assumes responsibility for the systematic review, adoption, and continuous improvement of High-Quality Instructional Materials (HQIM). This process will follow Board policy to ensure alignment with state standards and the needs of all students.

Systematic Review and Adoption Process:
1. Needs Assessment:
-Conduct a thorough review of current instructional materials, including feedback from teachers, students, and families.
-Analyze student performance data to identify gaps in instructional support or alignment with state standards.
2. HQIM Selection:
-Evaluate potential HQIM using a rubric created by the CAO aligned to state standards, SBOE approval, Board policy, and the needs of the student population.
-Engage teachers and APs in piloting and reviewing materials.
-Solicit feedback from families and community stakeholders to ensure relevance.
3. Approval by the Board:
-Present findings and recommendations to the Academic Excellence Committee for review.
-Submit the selected HQIM to the Board for approval.
4. Implementation Plan:
-Develop a comprehensive implementation timeline, including professional development for teachers and clear communication with all stakeholders.

Continuous Improvement Process:
1. Ongoing Feedback Collection:
-Use surveys, focus groups, and classroom observations to collect regular feedback from teachers, students, and

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families on the effectiveness of the materials.
-Monitor student achievement data to assess the impact of HQIM on learning outcomes.
2. Annual Review:
-Conduct an annual review of all instructional materials to ensure they remain SBOE adopted, aligned with state standards, accessible to all students, and relevant to the curriculum.
3. Professional Development:
-Provide ongoing training for teachers to ensure effective use of HQIM and incorporate continuous feedback into instructional practices.
4. Reporting and Recommendations:
-The Academic Excellence Committee prepares a report for the Board annually, summarizing findings and recommending adjustments to the HQIM.

Routine Audits for Compliance with State Law:
1. Compliance Checks:
-Assign a Leadership Team member to conduct quarterly audits of all instructional materials for alignment with state standards and legal requirements. For example, the designee will monitor decisions of the SBOE and actions of the Texas legislature impacting curriculum/HQIMs.
-Ensure that materials provide access for all students, including those with disabilities and Emergent Bilinguals
2. Policy Updates:
-Review and update Board policies as needed to reflect changes in state standards or educational requirements.
-Provide regular updates to the Board on audit findings and any necessary actions.
3. Stakeholder Involvement:
-Engage stakeholders in the audit process through surveys or advisory committees to maintain transparency and community trust.

II. Special Populations

Staffing Projections: Special Education

Estimated Number of SPED Teachers for Year 1	5-9 (when including Expert
Estimated Number of SPED Support Staff for Year 1	13 (when including Teachir

Identifying and Service Special Education Students

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Without restating the federal requirements, describe how the school will meet the obligations of Child Find within the proposed model of the school.

Arcadia High School serves high school students, so it is likely that students with disabilities will enroll with an existing IEP. In this case, the student's IEP will be implemented immediately, and the ARDC will hold a transitional meeting within 30 days to review updated data and evaluate the placement and services if applicable. The ARDC meeting's goal is to ensure appropriate support is in place for the student. Should revision to the IEP become necessary, the ARDC, which includes the student's guardian, will amend the IEP accordingly (e.g., ensure comparable services are provided or make any adjustments as necessary). Students may also enroll in Arcadia High School who are suspected of having a disability but have not yet been located or identified. Arcadia High School, in compliance with the IDEA's Child Find requirements, holds an ongoing and affirmative duty to identify,

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locate, and evaluate students suspected of having a disability who may need special education and related services. The Director of Student Support Services is designated as the Child Find coordinator, and in addition to publishing its Child Find duties in the student/family handbook and webpages, the coordinator will develop and implement effective, ongoing Child Find efforts in partnership with local agencies, provide Child Find training, and ensure the school's data system facilitates progress monitoring. If a student is suspected of having a disability, within 15 days, the coordinator will provide the parent/guardian with prior written notice (PWN), the Procedural Safeguards, and the notice of evaluation procedures, and will obtain the guardian's written consent before the student is evaluated for consideration for IDEA eligibility. Participation in an intervention program will not delay Arcadia High School's Child Find duties. Once the Full and Individual Initial Evaluation (FIIE) is completed—this being a comprehensive, multi-faceted assessment process that includes a review of existing evaluation data (REED), classroom observations, and input from teachers, families, and other relevant sources—it will be shared with the guardian at least five days before the ARDC meeting. The FIIE is typically completed within 45 school days of obtaining consent, except in specific circumstances. The ARDC will meet within 30 calendar days of completion of the FIE, absent guardian consent being provided 45 days prior to the end of the school year, to determine whether the student qualifies for special education services under one of Texas's 13 disability categories, including dyslexia or related disorders, and whether the student requires specialized instruction due to disability. If the ARDC determines the student is IDEA-eligible, it will develop an IEP that contains statements that describe present levels of academic and functional performance, followed by ambitious, measurable, and individualized goals and instructional services, and all other components required in an IEP and necessary to allow the student to make meaningful progress in light of the student's unique circumstances. The ARDC will then meet no less than annually to review the IEP and the student's progress towards the student's goals. The coordinator is responsible for ensuring these procedures are followed.

A student is not eligible for special education services if it is found that the determinant factor for eligibility is either lack of instruction in reading or mathematics or limited English proficiency. In such cases, Arcadia will implement targeted interventions and accelerated instruction as applicable. To identify when and why a student may be struggling academically, and to determine effective support and interventions, Arcadia High School administers a universal academic screener – specifically, the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), and others, to students in all grades at the beginning of the school year. Arcadia's comprehensive assessment and data review systems are designed to inform instruction, ensure early and accurate identification of students who may be at-risk for failure, academically behind due to lack of instruction, or may need a referral for special education services as well. As stated in the Institute of Education Sciences' 2024 evaluation report (Lai et. al, 2024), timely, comprehensive, and accurate identification is critical for ensuring that students receive the support needed to meet milestones and succeed in school.

Additionally, Arcadia High School employs the MTSS framework to provide varying levels of support to meet students' academic, behavioral, and wellness needs. The teachers will meet on a regular basis to identify students who may be at risk, and to determine what interventions or support may be needed, or if referral for special education services is warranted. The administrative staff will periodically review and monitor the campus and student progress. If a student does not demonstrate the expected progress during intervention monitoring, exhibits a gap between anticipated and actual academic growth, is suspected of having a disability, or if a request for a special education evaluation is made by a guardian, teacher, or other individual, the student may be referred for a special education evaluation. Upon referral, all available information related to the suspected disability and the student's academic and functional performance is immediately gathered and reviewed. This includes input from guardians, teachers, or external providers, as well as data on the interventions implemented and any progress achieved. This information is then used to determine whether additional data, such as medical information or evaluation results, is required. Once the proposal to evaluate, Procedural Safeguards, and Prior Written Notice have been provided to the guardian, and after written consent for evaluation is obtained, an evaluation will commence. Once the evaluation is completed, the ARD committee determines whether the data indicates the existence of a disability and whether the identified disability adversely impacts the student's educational performance such that the student needs specialized instruction. If the ARDC determines the student

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is IDEA-eligible, an IEP will be developed and implemented following State and federal law.

Describe the free appropriate public education (FAPE) model that will meet students with disabilities' unique needs in the least restrictive environment (LRE) within the design of the proposed school. Outline a thorough continuum of services.

At Arcadia High School, students with mild, moderate, and severe disabilities are provided a free appropriate public education (FAPE) within the general education setting (at intensity levels determined by need) with nondisabled peers to the maximum extent possible as determined by the individual student's ARDC. Where appropriate, Arcadia High School will provide necessary support within the general education classroom (push-in support), while some students may be removed for various times as necessary for specialized instruction or related services as determined appropriate by the individual student's ARDC. We prioritize an inclusive learning environment: where all backgrounds, abilities, and learning styles are valued, respected, and nurtured, creating an environment that addresses educational gaps and prepares students for the diverse world ahead (Toke, Diversity for Social Impact, 2023). Multiple studies cite the benefits of inclusive education including a 2023 Diversity for Social Impact report that found classrooms practicing inclusion had a 6% higher graduation rate compared to those that did not. Furthermore, the study concluded that students in inclusive settings were more likely to pursue higher education (ibid). Therefore, Arcadia High School's goal is to maximize inclusion in the least restrictive setting possible.
Arcadia's true co-teach model is designed to support all students through inclusive and responsive practices. Each Teaching Team—comprising an Expert Teacher, a Lead Teacher, and three Teaching Fellows—includes at least one SPED-certified teacher (or a teacher working toward SPED certification) and one ESL-certified teacher. Each of these co-teach team members are present and actively teaching during their assigned core class learning blocks. This structure ensures that a SPED-certified educator is consistently present in the classroom, maximizing inclusion and providing immediate support to all students including those with specialized needs.
Arcadia's co-teach model, referred to as reimagined Teacher Teams, also incorporates dedicated daily time for Teaching Teams to analyze data, enabling effective adjustments to instruction within the same day. Specifically, each core class block is divided into two segments, separated by a "data break" during which students attend other classes or activities. During this break, the Teaching Team reviews data from the first segment to identify necessary adjustments, reteaching strategies, or opportunities for acceleration. When students return to the core class later the same day, they receive highly individualized, data-driven, and targeted instruction tailored to their specific needs. This comprehensive approach ensures that all students, including those receiving special education services, benefit from consistent, high-quality, data-driven support students need to thrive both academically and socially.

Beyond the core inclusion classroom, our staffing model includes four additional SPED-certified teachers and three ESL-certified teachers who deliver individualized and targeted interventions, push-in support, pull-out instruction, and other specialized services as required by a student's IEP. This Least Restrictive Environment (LRE) is determined by the ARDC. Arcadia High School's continuum of services begins in the general education setting where our innovative staffing model supports inclusion.

The school's program and practices, including personalization, highly effective teachers, immersion in deeper learning experiences with targeted, flexible and individualized support, low student/adult ratio, and classroom structure, encourage teachers to forge meaningful relationships as they get to know students well. Our learning environment, instructional strategies, MTSS framework, staff development, staffing plan (i.e., reimagined Teacher Teams), the educational program, curricula, and instructional materials) offer significant supplemental and support materials for students at varying levels of ability. Our daily cycles of data-driven instruction and differentiation support regular, collaborative partnerships between general and special education teachers to maintain ongoing awareness of students' individual learning needs and accommodate various student needs. Arcadia High School teachers meet daily to analyze data and plan, implement, and monitor instruction designed to ensure all students succeed in the general education setting. Our learning management system allows teachers,

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students, and families to track student progress in real time. Sttudents who are failing or at risk of failing and students exhibiting frequent absences are discussed and an individualized intervention plan is developed. The ARD committee, with support from the MTSS team, will generate possible interventions designed to help the student grow academically and behaviorally.
The most essential supports provided to students with disabilities are the instructional strategies used to teach the student and the supplemental aids, services, and accommodations, and in some cases, modifications, provided to enable the student to access the educational program. The approach is based on each student's level of need, learning style, and the content or skill being addressed. In addition, the school day schedule delivers ongoing remediation and support with the opportunity to participate in a variety of different enrichment and support opportunities throughout the week including a two-hour academic support block, 2.5 hours of advisory, four additional hours of English support integrated into every 9th, 10th, and 11th grade student's schedule, and five hours of ESL/SPED support for students who require it. Increasing instructional time is one of the most important correlates to academic learning. Each day, students receive instructional periods during which time students with special needs may receive push-in support as well as differentiated remediation through small-group support and adaptive online programming. Also built into our schedule are English support classes, specialized instruction, and advisory blocks providing additional time for significant intervention. Arcadia's prioritization of support structures ensures all students have a genuine opportunity to meet our high bar for excellence. As needed, students may also receive pull-out support (during the instructional block from members of the Teaching Team) without missing the introduction to new material and rigorous practice to ensure that students are on track to mastery of the standards. Before and after-school tutoring and blended learning programs will provide additional opportunities for individualized instructional-level interventions. Finally, in serving students with severe intellectual, learning, and/or emotional disabilities, Arcadia High School will use strategies for the teaching of academics and functional life skills: inclusion, collaboration with the guardians to provide a home/school environment for learning, robust staff development to meet the needs of identified students, data-based instruction including self-directed learning, peer tutors, technology-based instruction, and a plan to prepare these students for their future environments. Students served through a Section 504 accommodation plan will receive accommodations as detailed by their 504 committee.

A student is only removed from the general education setting when the nature or severity of the disability prevents the student from achieving satisfactory progress in the general education classroom, even with the use of supplementary aids and services. In such circumstances, Arcadia has certified special education teachers to provide instruction in self-contained settings, either partial or total, as may be mandated by student's IEPs. Arcadia will provide more restrictive placements, such as home-based, day-placements, and hospital/residential placements as mandated by a student's IEP and in accordance with State and federal law. The Director of Student Support Services, along with the Principal, oversees special services and assigns certified teachers and counselors, as needed, to comply with State law and support students. We contract with outside agencies to provide related services, such as occupational and physical therapy, on a case-by-case basis. All special education services are delivered by individuals or agencies qualified to provide special education services as required by State and Federal law. We maintain full responsibility for the hiring, training, and employing site staff necessary to provide special education services to its students. All teachers and providers will receive copies of their student's IEPs and 504 plans at the beginning of each school year and when any plan has been changed. Arcadia High School will comply with the IDEA and Texas' requirements for special education transportation and transitional assessments and planning for students with disabilities beginning no later than the student's 14th birthday as discussed below.

How will the school assess for over-identification and representation of particular student groups in special education programs?

Arcadia High School's comprehensive and ongoing data collection and analysis, along with our culture of respect and caring for each student's well-being, increases the potential for appropriate identification. Over- and under-identification (i.e., disproportionality) of students for special education is detrimental to both the wrongfully and rightfully identified students (Presence.com, 2017). "Data shows, on average, U.S. school districts are more likely to

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identify and provide special education services to white students than to Black or Hispanic students. Studies in public health also find that students of color are less likely to be diagnosed and receive treatment for health conditions including disabilities." (Flores et. al., National Library of Medicine, 2010; Miller et. al., National Library of Medicine, 2008) "Students of color are less likely on average to be identified as having learning disabilities including dyslexia as well as comorbid conditions such as speech or language impairments or ADHD" (Bax et al., National Library of Medicine, 2019; Constantino, et al., National Library of Medicine, 2020, Morgan et al., National Library of Medicine, 2016 and 2017; Odegard et al., National Library of Medicine, 2020). "There is evidence, however, that students of color are more likely to receive less socially desirable classifications such as emotional disturbance and intellectual disabilities" (Harper, 2017). Part of the ARDC's special education eligibility determination requires consideration of the student's possible lack of instruction, limited English proficiency, and other environmental, cultural, or economic factors. Lack of meaningful consideration of these factors, or the lack of relevant data, can increase over- and under-identification of students for special education. Further, reporting shows that students of color are often misidentified as intellectually disabled or emotionally disordered when, in fact, they have undiagnosed learning disabilities. Taking all of these factors into consideration when determining eligibility is but one measure to assess over- and under- identification of particular student groups. Accurate identification is increased by utilizing culturally and linguistically sensitive assessments and instruction which can prevent improper referral and identification as the differentiated instructional methods identify gaps in instruction and/or language, and daily schedules which include daily data breaks that will also serve to inform instructors of any patterns of negative behaviors and allow staff to rapidly address any behavioral issues before referral to special education is warranted. Further, when conducting periodic program identification reviews, if the Director of Student Support Services discovers students from one particular demographic may be over-identified, the Director and Principal will organize a team to determine the root cause. Once identified, all staff will participate in PD to correct and prevent any further possible misidentification. We anticipate that our professional development (See "Staffing, Leadership, and Professional Development), including differentiated and job-embedded coaching, continuous review of disaggregated data, research-based interventions, ongoing assessments, progress monitoring, and instructional strategies to support accurate identification.

If serving middle and/or high school grades, discuss plans related to graduation and/or transition for students with disabilities. If not, put "N/A" in the response box below.

From Day 1, the Director of School Culture leads efforts to engage all students and families in activities that help students identify strengths, preferences, interests, and needs and develop a strong sense of self-awareness and self-determination. This includes the advisory period, extracurriculars, and engagement in various electives. Furthermore, all students participate in twice annual goal setting meetings with their advisor and family members during which they identify strengths and interests they will intentionally build on during the coming semester.

For a special education eligible student, prior to the student turning 14, the ARDC will consider the student's transition needs including appropriate measurable post-secondary goals based upon age-appropriate "transition assessments related to training, education, employment, independent living skills and transition services, including courses of study (core and electives) needed to assist the child in reaching those goals" (TEA, Secondary Transition Guidance, 2024). Students with an IEP will also collaborate with the ARD committee to determine graduation requirements and course of study (i.e., performance on end-of-course assessments, etc.) and provide input as to which of the four graduation options and courses are most appropriate.

Student-centered transition assessment may include interest inventories, transition-planning profiles, interviews, and functional behavioral assessments as necessary, and input from guardians and community members as applicable to engage students in taking ownership in transition and future planning on an ongoing basis.

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Understanding that access to real-world experiences is one of the best possible avenues for motivating and engaging students to persist through the challenges of high school and prepare students for life after graduation, the student's Counselor (the staffing structure includes eight Counselors and two Internship Coordinators once fully grown) may leverage services offered by the Texas Workforce Commission (TWC) to connect students with employment opportunities and vocational support. In addition, with parental or adult-student permission, Arcadia will connect students with external agencies within the community that support adults with disabilities as appropriate. Additionally, the ARDC will provide the guardian with transfer of rights information, information regarding statewide assistance programs, and guardianship and alternatives to guardianship, if applicable.

Monitoring and Evaluating Special Education Progress

Discuss plans for monitoring and evaluating progress of students with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

Arcadia High School's plan for monitoring and evaluating the progress of students with mild, moderate, and severe disabilities emphasizes a systematic and ongoing approach to ensure that students with disabilities are on track to meet their IEP goals. Baseline data is first collected to establish the expected growth by the end of the goal period. The data serves as a comparison point throughout the implementation of the IEP. A variety of assessment tools are then utilized to monitor student progress over time. A diverse set of data points ensures we capture a comprehensive snapshot, including but not limited to student products, observation rubrics, behavior checklists, and frequent formative assessments, particularly in core content areas. The Expert Teacher oversees data collection, guiding Lead Teachers and Teaching Fellows within their reimagined Teaching Team. These daily data reviews are a core part of how we reimagine these Teacher Teams. While it is only the ARD that can adjust an IEP, Teacher Teams adjust instructional strategies in real time as they continuously review data.

Progress is tracked using a user-friendly learning management system (LMS) that stores and organizes all data, allowing access to teachers, administrators, and guardians. Data is also reviewed at least monthly by the MTSS team, which is composed of at least two staff from the student's Teacher Teams, specialists, and guardians, facilitating collaborative decision-making. The MTSS team uses program monitoring and tracking systems to evaluate students' progress or lack thereof. When a student is not making sufficient progress, the MTSS team can intervene early, modifying instructional strategies or supports as needed.

The Principal (using the dashboard described in the "Governance, Leadership, and Talent" section) is responsible for presenting Board members with regular reviews of special education programs. These reviews will be data-driven, examining the outcomes of students with disabilities to ensure that the programs effectively address students' needs. The Principal analyzes aggregate data on student progress to make informed decisions about the effectiveness of the special education services and the IEP process. Regular input will be gathered from teachers, families, and students where appropriate to ensure that the programs meet students' needs. The IEP review process, which includes guardians, teachers, and specialists, will ensure that individual student progress is evaluated and any changes to programs can be implemented as necessary.

As part of the continuous evaluation process, School Leaders will ensure that all programs and services comply with IDEA and ADA, providing a Free Appropriate Public Education (FAPE) to all students with disabilities. School Leaders will provide ongoing professional development and observation to ensure that staff are trained in the latest strategies for data collection, progress monitoring, and differentiated instruction, which will, in turn, enhance program effectiveness and student outcomes

Arcadia High School's systematic approach to monitoring and evaluating student progress and continuous

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program evaluation by School Leaders and Board members ensures that all students receive access to high-quality education tailored to their unique needs. By using diverse data collection methods, engaging all responsible staff, and incorporating continuous feedback and legal compliance, the school provides a dynamic, responsive educational environment for students with disabilities. Regular program evaluations and adjustments will allow for improvements that meet the evolving needs of the particular population of students.

III. Emergent Bilingual Students

Staffing Projections: Emergent Bilingual Students

Estimated Number of Bilingual/ESL Teachers for Year 1	5-9 (when including Expert/Lead Teachers)
Estimated Number of Bilingual/ESL Support Staff for Year 1	13 (when counting Teaching Fellows)

Identifying and Serving Emergent Bilingual Students

Describe the methods for identifying and appropriately placing emergent bilingual students in appropriate instructional settings, without restating state requirements.

Using Elisk and Hastings High Schools' student demographic data (40.6% at Elsik HS and 39.9% at Hastings HS) to attain an estimate, Arcadia anticipates enrolling a relatively high percentage (40.25% to 57.6% as listed in "Demographic Projections" section) of students that have been classified as emergent bilingual students (EBs). Therefore, Arcadia will gather records and prior assessment information (e.g., previous TELPAS scores, LPAC) to identify EBs who will continue to receive services. Families of students who enroll without records or prior assessment information are asked to complete a Home Language Survey (HLS). When the response indicates that the primary language spoken in their home is a language other than English, the student is tested by the trained and certified member of the Language Proficiency Assessment Committee (LPAC) in collaboration with the ARD committee, if appropriate, the student's language proficiency level using the listening, speaking, reading, and writing components of the state-approved English language proficiency test for identification (i.e. the Data Recognition Corporation (DRC) LAS Links Battery of Assessments).

Data from these assessments are used to determine each student's language proficiency level and need for placement into a program designed to increase English proficiency. Upon completion of the assessment, parents or guardians are immediately notified about the student's English proficiency level and program options, and the opportunity to opt out of the Emergent Bilingual program or services. Arcadia will use (in paper or electronic format) TEA required standardized letters for EBs (HLS, Identification and Approval of Placement, Denial Letters, Change of Service, and Reclassification) with content (per 19 TAC §89.1215(b) and §89.1240(a)(3) and (b)) that was approved in February 2024. Translation is provided in the family's home language and is made available as needed. "For students who are identified as EB and have qualified for special education services, the ARD committee and LPAC engage in collaborative decision-making, such as assessment, program services, and instruction. Similarly, the LPAC coordinates with any other special programs for which the EB is eligible (such as 504 or advanced academics/gifted and talented) while ensuring that EB have full access to language program services" (TAC 89.1220 (g)(4)).

To ensure robust support for EB students, Arcadia provides multiple opportunities for targeted English language development and academic reinforcement. In grades 9 through 11, students will participate in an English

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Composition class in addition to their core English course, giving them eight hours per week of dedicated English instruction to strengthen their writing skills and overall language proficiency. During the foreign language elective, EB students who have demonstrated strong mastery of a foreign language and do not require the credits will receive small-group instruction led by ESL-certified staff, tailored to their specific needs. Additionally, Arcadia's academic support block along with the advisory and/or lunch blocks offer further opportunities for small-group support to reinforce English language acquisition and address any academic gaps. These layered supports ensure that EB students are not only meeting proficiency goals but are also fully equipped to access and engage with the rigorous curriculum offered at Arcadia.

Outline the specific bilingual education program/model to be implemented and teacher certification requirements. Describe the research-based instructional practices and strategies that will be implemented to allow emergent bilingual students the opportunity to master grade-level academic content and develop their language proficiency in English.

In compliance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA), Arcadia High School ensures EBs participate in educational programs equally and in a meaningful manner. To ensure successful participation, EB students need to both acquire English language proficiency and attain academic success across all content areas. Arcadia's instructional program is presented in English with provision to ensure comprehension for EB and development of English as a second language (ESL) as an integral part of the general program as described in the TEC, §4.002. The goal of our ESL content-based program is to ensure EBs gain full proficiency in all modalities of the English language, such as listening, speaking, reading, and writing. In order to do this Arcadia integrates the use of second language acquisition methods, emphasizing the mastery of academic standards in ELA, mathematics, science, and social studies, as integral parts of the academic goals for all students to enable Emergent Bilinguals to participate equitably in school, and to foster language acquisition skills that help students communicate effectively as a life skill beyond the classroom. Our instructional approach is designed to meet the specific language needs of Emergent Bilinguals. The basic curriculum content of the programs is based on the TEKS and the ELPS. Teachers implement Content-Based Language Instruction (CBLI), an approach that integrates language development with content delivery, ensuring that instruction is both culturally and linguistically responsive and relevant. These research-validated practices provide opportunities for students "to listen, speak, read, and write at their current levels of language development while gradually increasing the linguistic complexity of the academic language they read and hear" (TEA, CBLI, 2023). The program and CBLI strategies (e.g., differentiated instruction; scaffolded support; structured oral language development such as sentence frames and appropriate wait time; authentic collaborative learning; context-embedded resources such as visuals, gestures, manipulatives; and sequenced with clear connections to prior knowledge and cross-linguistic connections) ensure we deliver diversified support to meet students' distinct needs and strengths that tend to vary based on the proficiency level and number of opportunities they've had for literacy development. Studies show students enrolled in content based instruction achieved high pass rates, better grades, and had better long-term academic success rates in measures such as English proficiency pass rates, graduation, retention rates, and overall grade point average (Song, Science Direct, 2006). Further, TEA's review, "Sheltered Instruction in English as a Second Language Program," (Thomas et. al, TEA, 2019) states the evidence is clear that content-based ESL programs that embed language support across disciplines in an inclusionary model is more beneficial to Emergent Bilingual success than ESL programs that separate students from their peers with supplemental English language support alone (Collier & Thomas, 2009).

Moreover, at Arcadia, we deliberately embed students' cultural and linguistic assets into the school's processes, inputs, and outputs. Culturally and linguistically sustaining practices (CLSP) are implemented to ensure access and opportunity and to capitalize on students' diverse rich heritage of multilingualism. Evidence shows CLSPs can significantly improve the achievement of Emergent Bilinguals by incorporating their cultural backgrounds and

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languages into the inclusive learning environment, creating belonging, deepening engagement and, ultimately, leading to better academic outcomes (Department of Elementary and Secondary Education, 2023). Culturally responsive learning environments are where what is being taught is "situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly" (Gay, 2000). Linguistically sustaining practices (Lucas, 2010) are grounded in research-based insights into how students acquire language. This includes language acquisition as a socially-mediated process, distinguishing between conversational proficiency and academic proficiency, recognizing the effect of an affective filter on learning, while highlighting the value of using the student's home language when learning a second language. Our local Teaching Fellows assist in nurturing a culturally responsive learning environment as they connect in- and out-of school learning and build community among students.
Arcadia's content teachers will be appropriately certified (i.e., ESL supplemental certification) or attain a waiver for one year while they work to gain certification to provide EB students content area instruction at the appropriate grade level. Where possible, staff members will speak our students' languages and have demonstrated proven success in providing instruction in the ESL content based program. In addition, all teachers participate in ongoing professional development to deliver cultural and linguistic practices and to support our students and families.

In addition, our staffing model allows for ample student support. While Arcadia anticipates the primary language of most of its EB students will be Spanish, on each Teacher Team, we will make every effort to have one member of the team be SPED certified (or working towards certification), one member ESL certified (or working towards certification), and Teaching Fellows (or Lead/Expert Teachers) speak the languages of our students - for instance, if a group of students includes a Vietnamese-speaking student, at least one member of the Teaching Team will speak Vietnamese in order to provide direct linguistic and academic support to all of Arcadia's students. This approach ensures that all students can access high-quality instruction and individualized assistance.

Discuss plans for monitoring and evaluating progress and language proficiency of emergent bilingual students and explain the process for exiting services.

Arcadia's approach ensures that EBs have equitable access to all curricular and extracurricular programs. The same curriculum standards used for all students, unless the ARDC determines modification is necessary. EB students who need additional support based on data receive the necessary accommodations for classroom instruction and statewide assessments. Examples of assessment accommodations include, but are not limited to, additional time, oral presentation of directions, content through alternative methods (such as audio or visual), access to translation tools (e.g., dictionary or thesaurus), flexible settings, and small group for testing. Students who need accommodations will have the accommodations documented in the ELL plan.

The LPAC is responsible for monitoring the progress of Emergent Bilinguals, including those who have opted out of EB programs, in both English language proficiency (ELP) and content knowledge. We annually administer the Texas English Language Proficiency Assessment System (TELPAS). However, the TELPAS assessment is not the only opportunity for the LPAC and school staff to analyze the progress that EB students have made in learning the English language. Students are formally assessed every two months to identify when they aren't making adequate progress and provide additional support to enable EBs to reach English proficiency and gain grade-level content knowledge. The LPAC and school staff evaluate the progress of EBs using the data from these common assessment cycles and make adjustments to target instruction and modify their learning plans accordingly to provide additional support if students are unsuccessful. The LPAC sends progress reports home every 4.5 weeks (mid-way through the 9-week quarter) and report cards at the end of the 9-week period.

Emergent bilingual students may be reclassified as English proficient at the end of the school year based on LPAC when STAAR, EOC, and TELPAS data are reviewed to determine if the student has met the state's criteria for reclassification as English proficient (TEA, 2023). Guardians are asked to provide written approval for the student's

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exit. Once a student exits, the LPAC monitors the academic progress of each student who has met criteria for exit in accordance with TEC,§29.056(g), for two consecutive years. Monitoring includes benchmarks for expected growth. “If the student earns a failing grade in a subject in the foundation curriculum under TEC,§28.002(a)(1), during any grading period in the first two school years after the student is reclassified, the LPAC determines, based on the student's second language acquisition needs, whether the student may require intensive instruction or should be re-enrolled in a special language program” (TxEDLIF, TEA, 2023). The LPAC will consider the academic growth and progress of STAAR, content area skills, student observations and conferencing to provide a holistic exit determination for the student.

Arcadia plans to adopt TEA’s ESL Program Implementation Rubric (TEA, 2022) to self-evaluate the program’s effectiveness. The three point scale focuses on essential actions that impact the program’s collective effectiveness, including but not limited to teacher certification, program language and content goals, instructional approach, differentiated support, recruitment and retention, professional development, etc. The Director of Student Support Services will create an evaluation team to complete it annually. Results are used to identify and celebrate strengths as well as to identify and address deficiencies. Any essential action that is rated “Established” will be addressed in an action plan that is designed to improve a rating to “Exceeds” or “Exemplary” implemented and monitored throughout the year.

IV. Early Childhood and At-Risk Students

Literacy Instruction

If offering early elementary grades, discuss the selected literacy materials and how they meet research-based best practice in the science of teaching reading. Additionally, describe the plans for monitoring the effectiveness of the materials. If not, put "N/A" in the response box below.

N/A

Addressing the Achievement Gap

Describe how the school will meet the needs of identified at-risk and under performing students; articulate the (1) qualified staff (including ratio), (2) Multi-Tiered Systems of Support (MTSS), and (3) additional structure(s) or programs that will support students such as counseling, academic interventions, or other services.

High school is a challenging time for students as they navigate increased academic rigor, social and physical changes, peer dynamics, and the pressure to establish a personal identity while facing higher expectations and a more demanding workload. Without proper support, these adolescents are at-risk of truancy, failing courses, being suspended or expelled, and dropping out (Mitchell, Kern, & Conroy, Sage Journals, 2019). Arcadia’s learning environment, advisory, instructional strategies, MTSS framework, staff development, staffing plan, the educational program, curricula, and HQIMs offer a significant amount of supplemental and support materials for at-risk students.

Arcadia’s assessment system is designed to ensure that all struggling students are identified early and accurately. It includes administration of a universal screener (NWEA MAP) to identify at-risk students or predict gaps in learning so we may proactively intervene. A Card and Giuliano study (National Bureau of Economic Research, 2015) found that a universal screening system was more effective than the traditional teacher and parent referral system in addressing the under-identification of African-American, Hispanic, female, low socioeconomic status and Emergent Bilinguals.

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In addition, Arcadia's MTSS framework is used to identify a student that may be struggling. It is characterized by a continuum of evidence-based, system-wide practices that facilitate a swift response to academic, behavioral, and social-emotional needs. Our tiered continuum of services includes: Tier I – high-quality full group instruction in the regular classroom provided by highly qualified teachers to ensure difficulties are not due to inadequate instruction; Tier II – small-group, more intensive and targeted intervention in addition to instruction in the general curriculum; and Tier III- individualized, intensive interventions that target a students' specific deficits. All teaching staff receive training to implement specific interventions, and our team teaching model ratio means Tier 2 and 3 interventions take place in groups of five or fewer students. Overall, our teacher to student ratio is 12 to 1 across all grade-levels and even lower when including all staff. The team-teaching model, as described above, is a key component of our approach to addressing the diverse needs of our high at-risk student population. This structure enhances teachers' capacity to deliver tiered interventions and differentiated instruction effectively.
Progress monitoring is built into the framework. Our Response to Intervention team (RtI) (consisting of the Director of Student Support Services, the Director of School Culture, at least one Counselor, and one teacher from each grade level) meets bi-weekly to analyze data at the schoolwide, grade and, as necessary, individual level. The ongoing review permits us to rapidly address students' academic, behavioral or attendance needs. The RtI team determines appropriate intervention strategies for the student. The student's progress is then monitored weekly by the RtI team; data informs steps to modify or intensify the intervention in real time to address specific concerns. In the case that a student does not respond to the most intense level of intervention, a referral for evaluation is made. Importantly, RtI is not required to occur before a referral is made or an evaluation is started. A referral may also be made by the student's teacher, guardian, or outside sources. (See more detail about the referral process above.)

Every Arcadia Teaching Team delivers high-quality Tier 1 instruction using HQIMs to support standards-aligned teaching. All students are assessed every six to eight weeks for early warning signs of academic disengagement as well as the need for additional support with specific coursework (e.g. the successful completion of assignments and tasks). In addition, they are screened three times per year for intervention focused on the foundational numeracy and literacy skills needed for college-readiness. Teachers have access in real-time to student progress data that is broken down by learning target/standard so they have a built-in mechanism for monitoring progress between interim assessments.
Arcadia's schedule is intentionally designed to address the educational and emotional needs of underperforming and at-risk students. The advisory block provides dedicated time for review and execution of the personal growth plan (PGP), mentoring, tutoring, and skill-building, and advisors who stay with students from 9-12 grade are able to build strong relationships with students and advocate for their needs. In addition, flexible scheduling during academic support blocks and teacher-offered tutorials before school, after school, and during advisory/lunch block ensures students receive timely and targeted interventions to stay on track for graduation. Additionally, the embedded data meetings that occur between instructional blocks allow staff to review real-time student performance data and quickly adjust interventions or provide responsive support, ensuring all students succeed.

Additional structures that are available to keep students on track for timely graduation include ongoing data collection and monthly reporting. Teachers' schedules include time to discuss students' progress, plan, and monitor interventions. Arcadia staff consistently collaborate to prepare students for success. Further, students in need of intervention such as mentoring, tutoring, organizational skill-building, a research-based program to target a specific skill, or other services have the opportunity to participate in intervention up to 4.5 hours per week (including intervention opportunities during advisory time). Arcadia staffs four guidance counselors campus-wide. These counselors deliver targeted counseling and guidance services following the framework outlined in The Texas Model for Comprehensive School Counseling Program with the four components being (1) Guidance Curriculum, (2) Responsive Services, (3) Individual Planning, and (4) System Support specified in TEC §33.005 (used as a guideline).

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Accelerated Learning and Tiered Support

Describe plans to provide supplemental accelerated instruction to support student mastery of grade-level TEKS, including staffing and schedule arrangements and high-quality materials used. Separately, for an MTSS program, in order to address learning gaps based on collected data, describe the personnel responsible for data collection, the implementation of tutoring schedules, and the plans for monitoring the effectiveness of the interventions.

At Arcadia, we embrace accelerated learning as a proactive strategy that identifies and addresses student needs promptly while maintaining a commitment to grade-level instruction. This approach ensures students receive targeted, just-in-time scaffolds that bridge learning gaps without stopping their progression through grade-level material. Arcadia students receive individually tailored, data-driven instruction daily, supported by Teacher Teams–with one Expert Teacher, one Lead Teacher and three Teaching Fellows in each team. Our daily schedule is designed such that each two-hour core class period is broken up by an hour-long teacher data meeting (while students attend other classes, like math and electives). During this meeting, the Teacher Team analyzes formative assessment data and student work gathered during the first half of class. Based on their analysis, they develop differentiated reteach and extension strategies, regrouping students for the second half of class based on demonstrated need. Each Teaching Team member provides instruction during the core class period.

For students requiring accelerated instruction due to failure to achieve "approaches" or higher on a state assessment (e.g., end of course exam), Arcadia implements a structured plan aligned with HB 4545 (87R) and HB 1416 (88R). This instruction includes assignment to a TIA-designated teacher or supplemental instruction within the Multi-Tiered System of Supports (MTSS) framework, particularly within Tier 2 or Tier 3 interventions. Accelerated instruction, which often includes high-intensity tutoring, consists of at least 15 or 30 hours, provided during the summer or at least once per week during the school year. Instruction is focused on two or less subjects per year (math and RLA are prioritized), and provided in small groups of no more than four students (unless the parent or family waives the size). High-quality, research-based tutoring materials (e.g., IXL: Agile Mind Intensified) will be selected from the Texas Resource Review for their ability to build students' foundational knowledge and deepen their foundational understanding in alignment with class materials.

Teacher Teams use formative assessment data to identify gaps in student learning. Once students are identified for tutoring, the Director of Student Support Services coordinates the tutoring schedule. Tutoring sessions are integrated into the school day during designated academic support blocks or advisory periods. Students needing additional support outside the regular school day are scheduled for before- or after-school tutoring. Parents and families are notified of tutoring schedules to increase participation and support.

Arcadia's MTSS framework provides comprehensive support to students at varying levels of need. MTSS will be integrated into the daily schedule, with Tier I strategies in regular classroom instruction. Embedded in our model is the opportunity of daily Tier II support, as teachers are able to break off into small groups with students to provide targeted support. In addition, Tier II students receive targeted tutoring sessions embedded in the school day during academic support blocks and advisory periods. For Tier III students with significant learning gaps, intensive interventions occur outside the regular instructional day, such as before- or after-school tutoring. For students receiving special education services, interventions are aligned with the student's Individualized Education Program (IEP) to ensure compliance and effectiveness. The MTSS team, which includes at least two staff from the student's Teacher Teams, specialists, and guardians, reviews student progress to refine intervention strategies and support.

The Director of Student Support Services holds overall responsibility for oversight of the MTSS program, including collecting student data, scheduling tutoring, and monitoring student progress from interventions. Data is also reviewed at least monthly by the MTSS team facilitating collaborative decision-making. The MTSS team uses program monitoring and tracking systems to evaluate students' progress or lack thereof. To summarize, high-intensity tutoring is predominantly used for students requiring accelerated learning, especially students who have

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failed state assessments, and it serves as a tool within MTSS to support students with significant academic needs, particularly in Tier II and Tier III interventions, helping these students make significant academic progress. Participation in MTSS will not postpone a student's referral for a special education eligibility evaluation.

V. Promotion, Retention and Graduation

Graduation Requirements [Grade 9–12]

☒ The proposed charter school will serve grades 9–12.

☐ The proposed charter school will not serve grades 9–12.

Describe endorsement pathways, unique course offerings, or requirements that the proposed charter school will implement as part of the selected model/design. Discuss how these programs will support the school meeting accountability requirements for College, Career, and Military Readiness.

Arcadia's program is designed to build students' knowledge and skills in preparation for lifelong success. All Arcadia students will graduate ready for college, career, and/or military. Therefore, our academic program has been designed to support the development of well-rounded students. Students will be offered a variety of electives to meet their credit requirement in alignment with personal interests and pathways. The electives offered will expand as the school grows. Student voice and pathways as well as availability of highly-qualified teachers, market trends and community needs will inform decisions regarding which courses and subject areas to offer. Similarly, extracurricular activities will be informed by student voice. We anticipate offering athletics, band, choir, cheerleading, speech and debate, student government options, based on staff availability to sponsor a group.

High school students must earn sufficient course credit to be promoted. More specifically, to be promoted to grade 10, students must earn a minimum of six credits; to grade 11, twelve or more credits; and, to grade 12, eighteen or more credits. To graduate a student must earn 26-credits with a multidisciplinary endorsement. Graduation requirements adhere with Chapter 74 Subchapter B §74.11.
- Language arts: 4 credits: English I, II, III, IV or one credit in an authorized English course
- Math: 4 credits (including Algebra, Geometry, and two credits in an authorized math course)
- Science: 4 credits (including Biology, Chemistry, and Physics plus one credit in an authorized science course)
- Social studies: 4 credits (including World Geography, World History, U.S. History, and Government/Economics)
- Fine Art: 1 credit
- Health: 0.5 credit
- Physical education: 1 credit
- World Language: 2 credits
- Additional required electives: 5.5 credits

Students must also pass required end of course assessments in English I, English II, Algebra I, Biology, and US History. Grade 12 students are required to complete and submit either a Free Application for Federal Student Aid (FAFSA) or the Texas application for State Financial Aid (TASFA) prior to graduating from high school.

Arcadia will provide students with opportunities to earn college credit through dual credit and Advanced Placement (AP) options. We expect to formalize partnerships with local colleges to offer dual credit and CTE courses. At this time, outreach and discussions have occurred with Lone Star College, Houston Community College, and University of St. Thomas (see letter of support from UST A-028).

To demonstrate college, career, military readiness, Arcadia students will be required to earn the Multidisciplinary Studies endorsement given it is the most versatile option suitable for students with broad interests, or those uncertain about their career paths. In addition to their core course requirements, to earn this endorsement, students must (in compliance with state graduation requirements set forth in statute, complete one of the

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following:

- “Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation
- Four credits in each foundation subject area, including Chemistry and/or Physics and English IV or a comparable Advanced Placement (AP)
- Four credits in AP or dual credit courses selected from English, Mathematics, Science, Social Studies, Economics, languages other than English (LOTE), or Fine Arts” (Texas Administrative Code, 2022).

Arcadia, beginning in Year 2 will offer AP courses. The proposed Superintendent is currently formalizing relationships with local colleges to secure a dual credit option (see letter of support from UST pg. A-028). The Distinguished Level of Achievement (DLA) under the FHSP, which requires four credits each in mathematics (including Algebra II) and science and a total of 26 credits is available for students as well. In alignment with SB 1888, high achieving students may be eligible for the Texas First Early High School Diploma Program. Students may also graduate under the Foundation High School Program (22 credits) without earning an endorsement when a guardian files written permission. A student’s ARD committee will determine requirements for a student with an IEP.

While all students enrolled in Arcadia High School will have a personal graduation plant (PGP), in compliance with TEC § 12.104(b)(3)(O) and TEC, §28.0213, if a student requires a personal graduation plan (PGP) due to being at risk of not graduating on time, Arcadia follows the guidelines outlined in TEC to engage students and families in developing clear goals and identifying targeted supports, including deliberate course selection, summer learning opportunities, and ongoing progress monitoring.

VI. School Culture, Safety, and Discipline

Communicating School Culture

Describe the vision for the school's culture that promotes a safe, positive, and productive learning environment, including any artifacts or specific practices. Explain how the proposed culture aligns with the school's mission and model.

Arcadia High School’s culture is grounded in its core principles: Aspiring for Big Dreams, Building Deep Connections, Providing Relentless Support for Excellence, and Preparing for the Real World. At Arcadia, we believe that students thrive in a learning environment when they are seen, supported, and challenged to become the best versions of themselves. Our approach is dynamic with high expectations aimed at developing ambition, perseverance and confidence in our students. In our innovative classroom model, Arcadia students are engaged in meaningful experiences, guided by caring adults who set high expectations and foster strong relationships. Rather than relying on punitive measures, or a rigid "no excuses" framework, our school culture embraces positive reinforcement and the intentional development of behaviors that set students up for success beyond high school. These principles are informed by the founding team’s extensive experience in nurturing school environments that hold students to high standards while creating a supportive atmosphere where all students, regardless of background or experience, build skills to reflect on and own their own development as they learn to excel academically, socially, and emotionally. Arcadia is designed to offer a safe and nurturing space for all students, including those who may have encountered trauma, emphasizing the connection between their emotional and psychological well-being and their ultimate academic aptitude. We prioritize emotional, psychological, and physical well-being through consistent mission-aligned routines and practices that help students identify and magnify behaviors that are working for them, and set them up to make change when behaviors and internalized perceptions are limiting their effectiveness.

To realize this vision, Arcadia High Schools aim to establish a school culture where:

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1.Students feel seen, supported, valued, and included in their learning community; and
2.Staff takes full ownership of student growth and success.

The following structures and strategies are key to achieving this vision:
-Advisory Program: Small advisory groups (approximately 10:1 student-to-advisor ratio) meet multiple times each week to build strong peer connections and ensure students receive consistent support. Advisors develop close, personalized relationships with students and their families while helping students set and reach goals while building critical life skills through meaningful academic and real-world experiences. Each advisory group maintains a “Positives Post,” a visual where students document and track their personal and collective successes. And through development of a personal growth plan (PGP), students get the opportunity to outline their academic and career goals.
-Student-Centered Goal Setting: Advisors meet with students and families at the start of every semester to guide students through an individual goal setting process with opportunity for input from family members in attendance. Advisors then follow up with families every month to report on progress and check-in on any updates the family might have that the school should know to best support the student. Advisors additionally meet with students individually on a bi-weekly basis to discuss progress towards goals set in these twice annual meetings.
-Safety and Well-Being: Consistent routines and predictable structures provide students and staff with an environment where they are physically and emotionally safe. Students walk into a structurally safe building to be greeted with an intentional welcome. Staff utilize research-based trauma-informed strategies to de-escalate tension when it arises and to provide students opportunity to share their concerns in productive dialogue as opposed to emotional outbursts. The respectful setting integrates bullying prevention, and conflict resolution thus increasing students' sense of belonging in the school community and overall social health.
-Cohort Model: Students are grouped into cohorts managed by innovative Teacher Teams who are deeply invested in their students’ success and prioritize getting to know students well and taking responsibility for their success. The model supports consistency, and builds trust and accountability between staff and students, to create collective responsibility for ensuring all students maximize success.
-Low Ratios: Core classes and advisory groups maintain low student-to-teacher ratios to facilitate ongoing assessment, timely feedback, and targeted support tailored to individual student needs.
-High Expectations: Staff set and uphold clear, consistent expectations for student and adult interactions, incorporating specific learning opportunities and support to help students meet these standards. Recognition ceremonies, “Arcadia Ascent,” are held at the close of each semester to recognize student achievement and growth.
-Restorative Practices: A proactive and community-focused approach to discipline that emphasizes accountability, conflict resolution, and the importance of each individual's role within the larger school community. Restorative practices emphasize conflict resolution, reflection, peer mediation, and community conferencing, ensuring everyone's voice is heard and valued.
-Growth Mindset: Embedded throughout Arcadia’s instructional and cultural practices, growth mindset is reinforced through strategies such as data-driven instruction that helps students track their progress, opportunities for revision, and failure as feedback sessions where students discuss challenges and build strategies to overcome them.
-Shared Responsibility: Arcadia fosters a collective commitment to the success of the school community. Through campus meetings, advisory sessions, and consistent modeling of shared responsibility by School Leaders and staff, students and teachers alike embrace their role in contributing to a positive and productive school culture. Through career development opportunities aka “Arcadia Connects” (one per semester), students work hand in hand to build ownership for the school and local community.
-Reflection Retreats: Arcadia High School hosts Reflection Retreats each semester for staff and students to gather as a community to reflect on progress, celebrate achievements, and set new goals. These retreats provide an opportunity to reconnect with the school’s mission, engage in team-building activities, and reinvigorate the shared commitment to student success. These events create a sense of unity and shared purpose.
-Annual Showcase "Arcadia Spotlight": Students participate in an Annual Showcase, called the "Arcadia Spotlight," to present their talents, projects, and key learnings from the school year. This event serves as a platform for

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students to demonstrate their growth and achievements to peers, families, and community members. From academic projects to creative performances, the showcase highlights the diverse strengths of Arcadia's students.
-Family Nights: Family Nights are quarterly events designed to celebrate and strengthen the partnership between families and the school. These gatherings provide opportunities for families to engage in their child's educational journey through interactive workshops, student-led presentations, and showcases of academic and extracurricular achievements. These events foster a sense of belonging and highlight the collective accomplishments of the Arcadia community, reinforcing the importance of family-school collaboration.
-Coffee with the Principal: Coffee with the Principal is a monthly morning event that provides families with a welcoming space to connect with the Principal and school leadership in a relaxed setting. Over coffee and light refreshments, parents and guardians can hear school updates, share feedback, and discuss questions or concerns. This informal gathering ensures open communication, strengthens relationships, and highlights Arcadia High School's commitment to transparency and collaboration, making families valued partners in their child's success.
-Arcadia World: Arcadia World is a quarterly cultural celebration that honors the rich diversity of our students and families. These gatherings provide an opportunity for the Arcadia community to come together and celebrate various cultural traditions through music, dance, art, food, and storytelling. Each event features activities such as cultural performances, interactive displays, and shared meals showcasing traditional dishes, creating a space for families to share their heritage and learn from one another.

Arcadia High School is committed to creating a vibrant learning environment where every student feels empowered to achieve their fullest potential. Our culture is more than a set of routines and practices, it's a shared commitment to excellence and real-world readiness. Arcadia students, supported by a community of dedicated adults working together, are prepared for a lifetime of success and fulfilment.

See Proposed Discipline Policy.

Campus Security Officer

Number of armed security officers at each district campus in year 1: 1

☒ By checking this box, the sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all requirements of Texas Education Code, Chapter 37, Section 37.0814, relating to armed security officers at each district campus.

Discipline Data Analysis

Discuss plans, if any, to conduct analyses that will evaluate student discipline data and overidentification of any specific student group.

Arcadia is genuinely committed to fostering a school culture that embraces the diversity of Alief and its surrounding communities and is characterized by access to a quality education for all. To achieve this, the Director of School Culture conducts regular (at least two per month) analyses of student discipline data, to examine and identify trends across student groups such as race, ethnicity, gender, socioeconomic status, disability and at-risk indicators. By means of these reviews, we aim to uncover and address potential disparities or disproportionalities in our disciplinary policies and practices, so we may reduce or eliminate inequities in disciplinary outcomes, and promote positive student behavior.

The results of these analyses inform the refinement of our policies and support the development of targeted interventions to fully address areas of concern. This data-driven process ensures that our disciplinary practices are fair and consistently applied to all students, regardless of their background or individual characteristics.

Academic Experiences and Student Supports

With a commitment to transparency, Arcadia is committed to sharing findings and next steps from these discipline data reviews in public Board Meetings on a regular basis in order to build trust among students, families, and staff while nurturing a positive and supportive learning environment where every student feels valued, respected, and empowered.

Operations

I. Community Engagement and Student Recruitment

Community Engagement

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(IV)

Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used. See Evidence of Community Engagement.

Arcadia Schools proposes opening a 9-12 high school in Southwest Houston to address persistent performance gaps and provide families with an innovative, high-quality educational option. This decision was made in partnership with the community and informed by both qualitative and quantitative research.

The Arcadia founding team—of Houston educators and community members—recognized a clear need for change. Years of campus leadership, community engagement, and lived experience as educators and parents highlighted significant challenges: the traditional public high school model was leaving some students behind. Families and students wanted a smaller school with a different approach to learning; schools in the area were sufficient options to meet the needs of all students, and the community was calling for a new kind of high school experience. These concerns were validated by a review of local district performance data, which revealed disengagement, achievement gaps, and a lack of readiness for post-secondary pathways.

Armed with this information, the team engaged directly with the community to assess demand and collaboratively design a school that reflects the community's priorities. Outreach strategies included:
Partnering with local nonprofits to have access to families for parent forums and focus groups for 1:1 interviews and community meetings
Tabling at events to distribute surveys and gather family input
Surveys were distributed on weekends, and gift cards were given to families willing to provide us with 10 minutes to interview them.
Surveys were distributed, and/or interviews were conducted (with willing participants) on weekends in communal areas such as parks, barbershops, community centers, and spaces where community members were present.

Additional details and evidence of the community engagement strategies listed above can be found in the Attachments

Through this community engagement, key themes emerged that informed the school's design elements. Families, students, and community members expressed a need for a public high school option that:
-Provides a more personalized learning experience
-Has stronger systems in place to retain and grow teachers
-Intentionally develops the student holistically, focused on both soft and hard skills
-Has community ties and continually engages families and communities
These key themes prompted deeper follow-up questions for community members open to additional interviews. The proposed Superintendent led these efforts, guiding an iterative process of gathering community input, which led to further refining the model as the team continued to listen, learn, and respond through our design. The team-teaching model and our key design elements are the final product.

Community engagement has been central to Arcadia's planning and design process and continued well beyond finalizing the school's key design elements. Over the last six months, the team's focus has shifted to outreach, building awareness, and generating demand for the proposed campus.

Outreach that is ongoing and in progress include, but are not limited to:
Distributing flyers throughout the community
Community meetings and informational sessions

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1:1 follow-up with families who reach out for more information
Partnering with other community groups to share flyers, joining existing community members to share out, and providing referrals.

Additional details, and evidence of, the community engagement strategies listed above can be found in the Attachments

Currently, Southwest Houston needs a public school option that offers a team teaching model and research-based approach to personalized learning. While there are a few private schools in the geographic area, the tuition makes it a non-option for many families in the community, such as St. Agnes Academy, with tuition costs exceeding $26,000 annually (St. Agnes Academy, st-agnes.org, 2024). Additionally, the area's high schools, spread across five ISDs, don't offer the kind of educational model rooted in the research-based principles of personalized learning, community integration, and the strategic use of mentoring to grow teachers that we are proposing.

Describe plans and strategies that will effectively support the ongoing solicitation and use of parent, family, and community engagement input for the implementation and operation of the proposed charter school.

At Arcadia, we believe in actively engaging and partnering with families because strong family-school partnerships are essential to student success, both academically and socially. When families are meaningfully involved, students are more likely to achieve their goals, stay on track for graduation, and develop a lifelong love for learning—outcomes that align closely with our mission. Our goal is that every family feels welcomed, valued, and equipped to actively participate in their child's educational journey, confident that their voices are heard and that they are key collaborators in the success and well-being of their students.

Research consistently shows that when schools, families, and community groups work together to support learning, students achieve more, stay in school longer, and feel greater satisfaction in their educational experiences (Geller, NYU, 2024; Henderson & Mapp, 2002). Arcadia High School is deeply committed to fostering these partnerships and creating opportunities for meaningful engagement with parents, families, and the community. This commitment informs our strategies for involving stakeholders in the school's implementation and ongoing operations.

Joyce Epstein at Johns Hopkins University developed a framework for defining types of parental engagement. Arcadia actively plans to focus on five types: decision-making, learning at home, collaborating with the community, communicating, and empowered volunteers. Through these roles, we plan to ensure that families continually have input in school operations.

Decision Maker and Communicator: Strategies for Gathering, Internalizing, and Utilizing Input from Families and Communities
1.Goal-Setting Meetings: At the start of each semester, advisors host individual goal-setting meetings with students and their families. These collaborative sessions enable families to share insights about their child's strengths and needs, inform academic goals, and shape strategies for success. Meetings are scheduled flexibly to accommodate families' availability and shift the dynamic from reporting progress to fostering joint problem-solving.
2.Monthly School Advisory Council Meetings: The School Advisory Council, composed of parents, community members, and staff, meets monthly to guide school decisions and provide a platform for stakeholders to share feedback and propose solutions. Input from the Advisory Council will inform decisions such as school policies and resource allocation. This ensures that the diverse perspectives of the Arcadia community are consistently reflected in school operations.
3.Open Door Policy and Channels of Communication: Arcadia leadership has an open door policy where families and community members can come in and schedule a meeting as needed. Additionally, Arcadia will provide monthly newsletters and bulletins in English, Spanish, audio versions, and other relevant languages to keep

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families informed about school updates. Advisors maintain monthly contact with families to discuss student progress and share insights from both school and home. Families also have access to a student information system for real-time updates on grades, attendance, and assignments, alongside quarterly report cards and internal/external assessment data.
4.Bi-Annual Surveys: Arcadia leaders will administer Fall and Spring surveys to gather stakeholder input on satisfaction, priorities, and areas for improvement. Advisors are responsible for distributing surveys and ensuring feedback informs school policies and practices. Surveys will be given to families, staff, and students, with various versions aligned to the stakeholders' lenses. Surveys will be given in multiple languages, as well as an audio version for families who are not literate. We will review various surveys available, such as Panorama, with our school advisory committee to make decisions on the exact poll to employ. Once surveys are completed, the School Advisory Council, alongside staff and key community representatives, will collaboratively review the feedback to identify priorities and areas for growth. Together, we will set goals and determine action steps based on the input received, ensuring that the feedback directly informs our school's initiatives. The results and our plans for improvement will then be shared with families through newsletters and meetings, keeping everyone involved and updated on progress throughout the year.

Learning at Home: Strategies for Engaging Families to Support Learning Beyond the Classroom
1.Family Learning Workshops: Arcadia hosts quarterly workshops to provide families with practical strategies to support their children's learning at home. These workshops cover various topics, including literacy strategies for early readers, supporting math problem-solving, and helping students develop effective study habits. Workshops are tailored to meet families where they are, with materials available in multiple languages.
2.Ongoing Communication Tools: Families are given access to an electronic student information system (e.g. PowerSchool) that will provide students and families with easy access to attendance records, grades, classroom assignments, calendars, and a messaging system. Guardians are also kept informed of their student's progress through quarterly report cards and internal and external assessment data sharing. Accountability for maintaining this robust communication and the distribution of annual surveys to gather input that is paramount to the school's ongoing operations and to assess satisfaction is the responsibility of the student's advisor, while the Principal trains staff in activating family engagement efforts.
3.Parent-Teacher Conferences and Progress Monitoring: Parent-teacher conferences allow families to partner with educators to identify strategies to support home learning. Advisors also provide families with tools such as personalized learning plans.

Collaborating with the Community: Strategies to Build Partnerships and engage the community
1.Leveraging Community Resources to Meet Family Needs: Arcadia High School is committed to meeting the holistic needs of its students and families by fostering partnerships with local organizations that provide essential services and resources. Partnerships with 8 Million Stories, YMCA, and WHAM Ministries enable Arcadia to connect families with counseling, healthcare, mentorship, job training, and food security support. Specifically, through our partnership with 8 Million Stories (see letter of support pg. A-021), Arcadia aims to provide students with access to career development opportunities, internships, and mentorship opportunities, helping them develop essential life skills and connections to the broader community.
2.Cultural and Community-Building Events: Quarterly cultural events celebrate the diversity of the Arcadia community and bring families together in meaningful ways. These events allow families to immerse themselves in the school culture, foster relationships, and build a sense of belonging. Arcadia provides transportation and translation services as needed to ensure broad participation.
3.Extracurricular and Arts Education: In collaboration with organizations such as Young Audiences, Arcadia will bring professional artists into the classroom, offering high-quality arts education and opportunities for creative expression that enhance the student experience. This partnership will allow us to provide various fine art options at a reduced cost. We aim to partner with organizations like the Alief Community Association and the Alief YMCA to offer after-school programs and community engagement initiatives that create safe, enriching student environments. This partnership will allow us to provide various fine art options at a reduced cost.
4.Health and Wellness Partnerships: Arcadia seeks to collaborate with healthcare providers like HOPE Clinic and

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Legacy Community Health to ensure students and families can access preventative care, immunizations, and routine medical services. By working with local dentists, such as those at Alief Dental Care, the school can support students' overall health and readiness to learn. Partnerships with the Alief Super Neighborhood Council's extensive network of community organizations would provide resources for mental health counseling, family support services, and career readiness programs.
5.Pathways to Higher Education: Collaborating with Houston Community College, Arcadia plans to establish dual-enrollment programs that give students and families access to higher education opportunities. These initiatives strengthen the bond between families, the school, and the broader community by aligning academic goals with future aspirations. With SchoolMint (see letter of support on pg. A-019), Arcadia will implement innovative recruitment and enrollment strategies that ensure the school reflects and serves the diverse Alief community and surrounding areas. These partnerships address barriers to student success and build a cohesive network of community support, ensuring that Arcadia students thrive academically, socially, and personally.
6.Family Resource Room: Arcadia offers a dedicated Family Resource Room to connect parents and guardians with essential services and donated goods. Families can access workshops, financial aid support, housing resources, and more, creating a welcoming space that encourages collaboration and strengthens community ties.

Empowered Volunteers: Strategies for Active Family in School Operations
1.Family Talent Identification: While getting to know students and families, teachers identify unique talents and cultural strengths that can enrich our school community. Through informal conversations and an annual talent survey, we create opportunities that match family expertise with school needs, ensuring everyone can contribute in meaningful ways that work with their schedules.
2.Family Resource Room: The family room is a welcoming space where families can connect, work on volunteer projects, and access resources. This dedicated space helps build community while making it easier for families to participate actively in school life.
3.Flexible Volunteer Programs: Our volunteer program includes opportunities like classroom support, event planning, and student mentoring. We schedule these activities at varied times so working families can participate, recognizing that family engagement looks different for each family.
4.Cultural Celebrations and Traditions: Families help shape school culture by bringing their traditions, knowledge, and community connections to our events and celebrations. We encourage families to take leadership roles in the planning and execution of our cultural programs.
5.Community Recognition: We regularly celebrate our families' contributions through appreciation events and ongoing acknowledgment of their impact. Helping to create a culture where everyone knows their involvement matters to our school's success.

Student Recruitment Plan [Year 1]

Outline the plan for student recruitment and marketing efforts. Specifically, note any outreach to low-income families, emergent bilingual students, students with disabilities, or other groups at risk of academic under-achievement or attainment.

Month/Year	Task	Target Student Group (if any)	Estimated Expense
Spring/2025	In-person Community Meetings #1 - Students, families, community members, and stakeholders will learn about the Arcadia High School model and will be able to ask the leaders questions.	All students	Donated $100 - 4 $25 Gift Cards for Raffle

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
Spring/2025	In-person Community Meetings #2 - Students, families, community members, and stakeholders will learn about the Arcadia High School model and will be able to ask the leaders questions.	All students	Donated $100 - 4 $25 Gift Cards for Raffle
Every month f	Town Halls - held at various accessible locations, including schools, community centers, and other organizations around the community at different times of the day and week to accommodate diverse family schedules. These events, modeled after the school's collaborative and inclusive practices, include group discussions, feedback sessions, and informational sessions, including but not limited to: -The Arcadia team teaching approach: prospective students get a taste of why and how Arcadia High School is unique by experiencing a classroom with a team of teachers through -Families will go through an introductory Arcadia High School class and provide feedback on their experience. -Incorporating celebratory events: we will invite community members to celebrate with us - Black History Month, Hispanic Heritage Month, Excellence Awards to honor achievements within the community	All students	Donated space, $1,000 towards childcare and other programming, and $100 - 4 $25 Gift Cards for Raffle per event
January and M	Arcadia Parent University (AP University): Understanding the Arcadia Model, Building Strong Partnerships (ways families can engage in their child's educational journey and support their success both inside and outside the classroom), Empowering Parent Advocacy, Providing Parent Voice and Feedback	All students	Donated $100 - 4 $25 Gift Cards for Raffle
Fall 2025 and	Door-to-door Canvassing Events - Canvassing the community with flyers to homes, businesses, churches, restaurants, community organizations. Speaking with families and local community members and businesses about the opportunity to leverage connections and recruit students and families. Attending local sporting events and performances, etc.	All students	$2,000 Flyers, food, water
June/2026	Arcadia Parent University (AP University) - Families will gain opportunities for content support; literacy night, math night, history night, student incentives, etc. AP University will be a place for parents to also plan and organize in-school and out-of-school fundraising support.	All students	$1,000

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
Summer 2025	Tel-a-Thon Events - These will be conducted to guardians who attended the Arcadia High School events to keep them engaged and active in the school community.	All students	$500 Software Language Line
July 2025	Recruitment Ambassadors - These ambassadors are representatives of the community - students, families, and community members who believe in Arcadia High School and will help lead recruitment efforts such as canvassing and social media or hosting informational sessions in the community, to promote Arcadia High School. There will also be ambassadors who are bilingual to ensure that we are able to communicate to all potential students and families.	All students	$3,000
September 20	Community Event - Cookout - Arcadia will host a community cookout at a park or central location with a DJ and games, offering families an opportunity to engage with our team and mingle with other families and students	All students	$1,000
October 2025	Community Event - 3-on-3 Contest - Arcadia will host a community 3-on-3 basketball contest OR soccer tournament to actively engage the community in our school model and values while providing opportunity to dialogue with others and learn about Arcadia.	All students	$1,000 Outdoor basketball court Goal is to get food and water donated DJ by donation Security Permits Liability Waiver
January 2026	Guardian-Student Socials - During our planning year we will invite community members to celebrate with us. This will allow time for students and parents to strengthen their relationships with their families. This event could also exist amongst students, teachers, and family members.	All students	$500

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
Summer 2025	Home Visits - Arcadia teachers and hired staff will conduct home visits with students to talk about Arcadia High School and set goals and commitments. Families will be presented with home kits/backpacks (swag, coupons, and free services). According to a three-year study conducted by Project Appleseed and California State University at Sacramento (CSUS) of 14 schools, home visits can improve student performance and parental engagement (Project Appleseed, 2023). Research also shows home visits can build and strengthen relationships in addition to impacting the intervention process at each stage of contact (Allen and Tracy, University of South Florida, 2008).	All students	$1,000

Click to add a row to the table above. Click to remove a row from the table above.

Admission and Enrollment Period

See Admission and Enrollment Policy.

Tentative Application Window Begins/Ends: November 2025 Lottery Date: March 2026

Provide a plan to keep the proposed school on track towards admission and enrollment goals. If needed, what steps would be taken to realign progress with the goals?

The success of Arcadia's recruitment efforts rely on proactive community engagement and transparent communication. Monthly town halls and informational sessions are held at various accessible locations, including schools, community centers, and faith-based organizations, around the community.

To ensure we meet Year 1 enrollment goals, we have set the following benchmarks:
1.50% of target enrollment (120 applications) secured by the middle of January 2026
2.75% of target enrollment (180 applications) secured by the end of February 2026
3.120% of target enrollment (288 applications) secured by the lottery held in March 2026

Arcadia's Superintendent, the Principal, and Operations Associate meet every week to review key metrics, including event attendance rates, number of applications received, social media engagement, etc. During these meetings, data is used to determine which events/actions generate the most interest and yield best outcomes, informing decisions to optimize efforts and spending. Reports documenting recruitment outcomes will be presented to the Board at monthly meetings and adjustments (to reporting timeline or strategies) made as necessary.

Should data indicate benchmarks are not being met (e.g., if less than half of expected/invited attendees join an event, if application submission rate is 15% or more below the target, or if social media engagement dips), the school will immediately implement a contingency plan to realign progress or revise goals, while still maintaining viable enrollment targets for Year 1. This contingency plan includes enhancing community outreach by increasing

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the number of events, such as tabling at local grocery stores, community centers, and farmers' markets, and expanding partnerships with local organizations, businesses, and local groups. Follow-up efforts will be strengthened to email, call, or text families who have expressed interest but have not applied. Targeted marketing efforts will also be enhanced to increase advertising through language-specific media outlets and social media campaigns to boost visibility among underrepresented groups. To further boost enrollment, Arcadia may introduce referral incentives for currently enrolled families or community partners and extend the enrollment timeline to allow more families to apply. Additionally, the school will engage directly with local middle schools, youth organizations, and after-school programs to attract 8th-grade students and their families.

Additionally, should need be (e.g., application submission number is below half at the middle of January), Arcadia will leverage its partnership with SchoolMint (letter of support on pg. A-019), an industry leader in enrollment solutions, to enhance recruitment efforts. SchoolMint's plan includes strategies such as interest surveys, targeted email campaigns, and hosting community engagement events to reach a diverse audience effectively. With SchoolMint's support, Arcadia can enhance our ability to streamline the application process. By integrating these strategies, Arcadia will ensure a robust, adaptable approach to achieving its enrollment goals while maintaining strong community relationships and its commitment to empowering students in Alief and the surrounding communities.

II. School Schedule and Transportation

Daily and Weekly Schedule

See Annual Calendar and School Schedule.

Yearly Calendar [Year 1]

See Annual Calendar and School Schedule.

Student Transportation Plans

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(E)

Describe the plan for meeting the general transportation needs of all the students at the proposed charter school. Also, identify projected budget costs and financing arrangements. If transportation will not be provided, explain how the school will ensure the school is accessible to all interested families.

To prioritize resources for high-quality programming and academic initiatives that directly support student success, Arcadia has opted against allocating funds for daily transportation. However, we recognize the importance of addressing transportation needs to remove barriers to access to education. Therefore, we have allocated funding (totaling $48,000 annually once the school reaches full capacity) to provide transportation support on an as-needed basis. This dollar amount will cover 600 rides in Year 1, 1,200 rides in Year 2, 1,800 rides in Year 3, and 2,400 rides in Year 4. These funds will be used for options such as private car or taxi services, or school vans, with a base fare of $20 per trip, helping ensure that students who face challenges with attendance or access can still fully participate in their education. Arcadia will evaluate the transportation plan annually to ensure its effectiveness in meeting students' needs. This review will help determine whether the allocation of funds and the number of rides are sufficient and if adjustments are necessary to continue supporting student attendance and access to education. Arcadia will provide transportation to students with disabilities if their IEPs or 504 plans require transportation as a related service as described below.

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Describe the plan for meeting the required transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services. Also, identify projected budget costs and financing arrangements.

Our budget allocates $40,000 for the purchase of a van to provide transportation for students whose IEP or 504 Plan includes such services. Additionally, the $48,000 mentioned earlier will cover transportation services for students when the van is not a viable option. Transportation is provided in accordance with each student's IEP or 504 Plan, with individualized plans developed by the student's ARDC or 504 Committee, in collaboration with the Director of Student Support Services, to ensure compliance with state and federal laws. We will also identify homeless students and ensure they receive the necessary transportation support services.

Required Transportation Services

The sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all of the following:

☒ Transportation is included as a Related Service under the regulations in the Individuals with Disabilities Education Act, 34 CFR §300.34(a) and (c)(16).

☒ Such related services would include any travel to and from school and between campuses; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

☒ If a child with a disability requires transportation as a related service, **the sponsoring entity will be legally responsible for providing that transportation.**

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III. Financial Plan [YEARS 1–5]

Financial History

See Attachments:

- Audit Report
- Credit Report
- IRS Form 990

Detailed Financial Plan

See Budget Narrative and Financial Plan Workbook.

Systems, Policies, and Processes

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll. List the organization's preliminary internal accounting controls and describe how and when the controls will be fully developed by the start of Year 1.

FINANCIAL PLANNING AND BUDGET DEVELOPMENT
Arcadia Schools' financial planning process will be collaborative, led by the Superintendent and Principal, with support from the Campus Director of Operations and Finance (when appointed in Year 3) and an outsourced CFO/back-office provider. Each year, the budget cycle will commence in January, with a preliminary draft prepared by the Superintendent and reviewed by the Finance Committee of the Board in February. Final approval will occur by mid-June, adhering to all legal and authorizer deadlines.
The budget will reflect Arcadia's mission, enrollment growth, and strategic goals. Input from school staff will guide priorities, while the outsourced CFO/back-office provider will provide data-driven insights on funding trends and expenditure benchmarks. Monthly reviews of financial reports, including budget vs. actual comparisons and updated projections, will ensure fiscal accountability. Any material variances will be addressed through amendments or corrective actions as necessary and approved by the Board when necessary.
ACCOUNTING AND INTERNAL CONTROLS
Arcadia will adhere to Governmental Generally Accepted Accounting Principles (GAAP) ensuring transparency and compliance with all regulations. Accounting practices will emphasize detailed tracking of transactions, enabling data-driven decisions and safeguarding public funds held in trust for our students.
Key internal controls will include:
-Separation of Duties: Daily financial responsibilities will be divided between the Principal or Campus Director of Operations and Finance (when appointed), who will oversee funds, and the outsourced CFO, who will handle financial processing.
-Approval Requirements: All disbursements must be supported by approved purchase orders, invoices, and receipts before payment is issued to vendors.
-Cash Management: Any cash received will be promptly logged and deposited, with electronic payments recorded within a week.
-Audit Readiness: Comprehensive records of all financial activities will create a clear audit trail for accountability and compliance.
PURCHASING POLICIES
Arcadia's purchasing policies will align with the Board-approved budget and ensure accountability:
-Purchase Approval: The Principal or Campus Director of Operations and Finance will approve expenditures under $25,000, while amounts exceeding $25,000 will require approval from the Superintendent or Board Treasurer. All formal contracts will be taken to the Board for approval.
-Competitive Bidding: Contracts over $15,000 will typically undergo an informal competitive bidding process and any transaction over $100,000 will undergo a formal competitive solicitation.

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-Budget Monitoring: All purchases must fit within the approved budget . If a purchase exceeds the allocated amount by aggregated function of object codes, Board or Finance Committee approval will be required, and adjustments will be reflected in future budgets. Formal amendments will be reviewed and considered as required.
--For construction procurement (using the $50,000.00 threshold) the Board adopts Subchap. B, Chap. 44 of the Education Code and Chapter 2269 of the Government Code for construction procurement only.
PAYROLL MANAGEMENT
Payroll operations will be handled by the outsourced CFO/back-office provider, with oversight by the Superintendent:
-Hiring Processes: New employees will complete all required onboarding documentation, including contracts, fingerprinting, and background checks, before starting work.
-Time Tracking: Principal or Campus Director of Operations and Finance will ensure accurate timekeeping for hourly employees, with timesheets processed by the CFO/back-office provider.
-Approval of Payroll: Payroll for all staff will be approved by the Superintendent, while changes to the Superintendent's payroll will require approval from the Board Treasurer or Chair.
-Compliance: Payroll systems will comply with all labor laws, ensuring correct benefits allocation and tax reporting.
FINANCIAL REPORTING AND AUDITS
Monthly financial updates, including reconciled bank statements, cash flow summaries, and budget-to-actual comparisons, will be presented to the Board. These updates will provide insight into fiscal performance and identify any areas requiring corrective action.
An independent audit will be conducted annually by a CPA, assessing the school's financial accuracy, internal controls, and compliance with state and federal standards. Findings will be reviewed by the Board, and any deficiencies will be addressed to the satisfaction of both the Board and TEA.
SUMMARY
Arcadia Schools will implement rigorous financial systems and policies to ensure responsible management of resources. By integrating detailed accounting practices, robust internal controls, and a collaborative budgeting process, Arcadia will maintain fiscal transparency and compliance. Through proactive financial oversight and annual independent audits, the school will support its mission while maintaining accountability to stakeholders.

Roles and Responsibilities

Identify the roles and responsibilities of the school's governing board, administration, and any vendors regarding school finances.

Type	Position Title(s)	Duties and Responsibilities
Governance	Governing Board, Board Treasurer, Finance Committee	Board - Oversees fiscal performance, ensures alignment with mission, and approves budgets and major expenditures. Approval of all formal contracts. Treasurer - Reviews and approves financial reports, monitors budget compliance, and approves superintendent payroll changes. Committee - Reviews budget drafts, financial updates, and provides fiscal oversight for corrective actions.

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Type	Position Title(s)	Duties and Responsibilities
Administrative	Superintendent, Principal, Director of Ops and Finance, Operations Staff	Superintendent - Leads financial planning, budget preparation, and ensures compliance with internal controls and reporting requirements. Principal - Monitors financial operations, approves expenditures under $25,000, and ensures timekeeping accuracy. Principal/Director of Ops and Finance - Oversees campus finances, purchasing, and budget monitoring while maintaining audit readiness. Operations Staff - Supports financial operations, ensures cash handling processes, and maintains accurate documentation.
Vendor	Outsourced CFO/External Bookkeeping/Payroll Provider	Handles financial processing, including payroll, purchasing, and financial reporting, ensuring GAAP compliance.

Financial Management Practices

Describe the board and superintendent's plan to align the school's financial management practices with the Charter Financial Integrity Rating System (FIRST).

Arcadia Schools is committed to aligning its financial management practices with the Charter Financial Integrity Rating System (FIRST), ensuring compliance, accountability, and the responsible use of resources. The Board and Superintendent will oversee a comprehensive approach that prioritizes transparency, timely reporting, and adherence to Governmental Generally Accepted Accounting Principles (GAAP). By the end of its fifth year of operation, Arcadia Schools expects to have built a cash reserve of nearly $1 million, equivalent to approximately one month of operational expenses. At full scale, the school anticipates generating an annual operational surplus of ~2–3%, equivalent to $200,000–$300,000, which will enable continued growth of the cash reserve. The ultimate goal is to maintain 2–3 months of operational expenses in cash reserves.

To meet Charter FIRST standards, Arcadia will establish robust internal controls, maintain sufficient cash reserves, and diligently monitor administrative costs to maximize funding for instructional purposes. Financial planning will be a collaborative effort led by the Superintendent and supported by an outsourced CFO. The annual budget process will begin in January, with input from school staff and data-driven insights guiding priorities. The Finance Committee will review a draft by February, with final approval by June, ensuring alignment with the school's mission and strategic goals. Regular financial updates to the Board, including reconciled bank statements, cash flow summaries, and budget-to-actual comparisons, will provide continuous oversight and identify areas needing corrective action. At least twice a year, reports will also include a status of where Arcadia projects to land on each Charter FIRST indicator to make adjustments accordingly.

Arcadia's financial systems will include detailed accounting practices, centralized oversight, and a clear separation of duties to safeguard public funds held in trust for the benefit of our students. All expenditures will adhere to a Board-approved budget, with thresholds requiring dual approval to ensure accountability. Formal competitive bidding will be standard for contracts over $100,000, promoting cost efficiency and transparency. Payroll will be managed by the outsourced CFO/back-office provider, with accurate timekeeping and strict compliance with labor laws to ensure proper employee compensation.

Independent annual audits conducted by a CPA will assess internal controls, accuracy, and compliance with regulatory standards. Findings will be reviewed by the Board, and any deficiencies will be promptly addressed. By integrating these practices, Arcadia Schools will maintain fiscal integrity, meet the expectations of Charter FIRST, and build trust with stakeholders, ensuring resources are managed effectively to support its mission.

Finance

External Funding Assumptions

See Evidence of Financial Support.

Letter of Special Assurances

Name of Proposed Charter School:	Arcadia High School
Name of Sponsoring Entity:	Arcadia Schools

The Board Chair of the proposed sponsoring entity shall initial all assurances below to confirm awareness and understanding of responsibilities established herein.

Initial above each blank line.

Submission and Eligibility

KG The proposed charter holder assures that the Board Chair of the sponsoring entity, as identified in this application, has full authority to submit this application.

KG The proposed charter holder assures that all information contained in this application is complete and accurate and is aware that any misrepresentation could result in disqualification from the application process or revocation after award.

KG The proposed charter holder assures that no board members of the sponsoring entity, officers, or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony.

KG The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-25-101 and is aware that applications deemed "incomplete" will not be considered.

Open Meeting Requirements

KG 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 Texas Government Code, Chapter 551.

KG 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

KG The proposed charter holder assures that information that is considered public requested by anyone will be provided in accordance with Texas Government Code, Chapter 552.

Criminal History Check Requirements

KG 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 Texas Education Code (TEC) §37.007(a) or an offense listed in Article 62.001(5) Texas Code of Criminal Procedure.

Letter of Special Assurances

Annual Training Requirements

KG

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

KG

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.

Residential Facility Training

KG

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

KG

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.

KG

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.

KG

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, and limited to, 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.

Withdrawal and Expulsion

KG

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 an approved 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.

Letter of Special Assurances

KG 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.

KG 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.

KG 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.

New Charter Pre-opening Checklist

KG The proposed charter holder understands, upon approval and award of charter, that a pre-opening check list may be required to be completed prior to final approval for the opening of any campus.

Federal and State Funding

KG 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 Guns-Free School Act. See 20 U.S. Code § 7151.

KG The proposed charter holder understands that any Every Student Succeeds Act funds that are applied towards campuses operated on the premises of a public university or college may be affected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

KG 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), 200.208.

Federal Charter School Program Grant

KG The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 30 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.

Letter of Special Assurances

KG

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.

KG

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.

KG

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 Financial Accountability System Resource Guide (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.

KG

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.

KG

The applicant provides assurance that it has, or will have before serving students, on file an appropriate certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing request a copy, the applicant will provide such copy immediately.

KG

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.

KG

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;

Letter of Special Assurances

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;

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; and

m. may serve students in early childhood education programs or postsecondary students.

Required Disclosure

KG 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.

Kenneth Digitally signed by Kenneth
Date: 2024.12.20 11:02:00 -06'00'

Electronic Signature of the Chair of the Sponsoring Entity

Articles of Incorporation or Certificate of Formation

If the sponsoring entity was incorporated prior to January 1, 2006.

- Provide the 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.

- Provide either:
  - A single page document with the Certificate of Formation filing number as provided by the Texas Secretary of State.

    Or

  - Original Certificates of Formation and Certificate of Filings as filed with the Texas Secretary of State.

Applicants may be removed from further review if the entity is not incorporated by the time of submission.

Corporations Section
P.O.Box 13697
Austin, Texas 78711-3697

Jane Nelson
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Arcadia Schools
File Number: 805739796

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: 10/08/2024

Effective: 10/08/2024

Jane Nelson
Secretary of State

Docusign Envelope ID: DF238A98-CE12-4BF4-8900-F585ED91AB2F
Filing#:805739796 Document#:1411148010002 Filed On 10/8/2024 received by Upload

CERTIFICATE OF FORMATION
OF
ARCADIA 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 Arcadia Schools. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

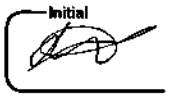
ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez. Hoffer & Adelstein, LLP.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The current Directors are:

Mohamad Maarouf
845 Proton Road
San Antonio, Texas 78258



Nicholas Mendoza
845 Proton Road
San Antonio, Texas 78258



Eduardo Contreras
845 Proton Road
San Antonio, Texas 78258



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

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exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate, train and prepare individuals to function well in society and to provide educational opportunities and experiences.

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

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

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

ARTICLE VI

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

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

ARTICLE VII

The initial mailing address of the corporation is 845 Proton Road, San Antonio, Texas 782580.

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ARTICLE VII

The name and street address of the organizer is Mohamad Maarouf, 845 Proton Road, San Antonio, Texas 78258.

ARTICLE VIII

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

ARTICLE IX

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

ARTICLE X

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

(a) a breach of a director's duty of loyalty to the Corporation;

(b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;

(c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or

(d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE XI

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

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tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XII

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

Dated: [DATE] 10/8/2024

Arcadia Schools

Signed by:
By: _____
9827C3FF03B64A9...
Mohamad Maarouf, Organizer

501(c)(3) Letter of Determination

If the sponsoring entity currently has 501(c)(3) tax exempt status.

- Provide the Letter of Determination issued by the Internal Revenue Service (IRS).

If the sponsoring entity does NOT have 501(c)(3) tax exempt status.

- Provide a single page document that states "**[Sponsoring entity]** submitted all required documentation to the Internal Revenue Service on [date]. The board of **[sponsoring entity]** is aware that a final Letter of Determination must be provided to the Texas Education Agency before the commissioner of education proposes Generation 30 applicants for award. The board further understands that a failure to submit the Letter of Determination may result in removal from the application process."

Arcadia 501(c)(3) Letter of Determination

Arcadia Schools submitted all required documentation to the Internal Revenue Service on October 18, 2024. The board of Arcadia Schools is aware that a final Letter of Determination must be provided to the Texas Education Agency before the commissioner of education proposes Generation 30 applicants for award. The board further understands that a failure to submit the Letter of Determination may result in removal from the application process.

Evidence of Community Engagement

Provide the following documents:

- Any evidence of support from intended community stakeholders and/or community partners.
- Optional Public Meeting Summary (see next page)
- Optional Public Meeting Notification

Do not provide documents that contain names of individuals under the age of 18 years old.

Optional: Public Meeting Summary

Applicants must submit the following table with this attachment.

Meeting Date	Location	Attendance

OPTIONAL: Public Meeting

It is recommended that applicants hold at a minimum, applicants must hold one public meeting within the charter school's target zip code to discuss the application for the proposed Generation 30 open-enrollment charter school. Anyone may attend and participate in the public meeting.

ALLOWABLE VENUES:

Virtual Meeting Option

- 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 also contain the access link; password (if any); and all other directions to participate in the meeting. Applicants may not require prospective attendees to RSVP and/or register.

In-Person Meeting Option

- Applicants may hold an in-person meeting in fulfillment of this attachment requirement.

Arcadia Evidence of Community Engagement

Community Outreach Strategies

I. Overview
   A. To support assessing family needs and demand, select members of Arcadia's Advisory Council engaged in broad grassroots community canvassing and utilization of various outreach strategies (in partnership with MOVE and OOTR Consulting's Blueprint Coalition Partners) to to gather community perspectives through 1:1 conversations, group conversations, and surveys. As a result, 63 written surveys, 46 verbal surveys, 6 focus groups (3-6 participants each), 12 tabling events, and 2 forums were conducted.
      1. 1:1 conversations were mostly done impromptu by approaching community members in communal spaces such as the barbershop and local parks but also happened more formally as invitees to various nonprofit events. These included follow-ups and connections made through partnering with local nonprofits.
      2. In partnership with OOTR Consulting and their Blueprint Coalition, select members of Arcadia's Advisory Council were given the space to either table or solicit 1:1 conversations and surveys at all the events that OOTR partnered in. Events were held at schools, community centers, universities, etc. A total of 3 events were attended.

II. Starter questions that were used to assess need:
   A. *What are the most important factors you consider when choosing a high school for your child/yourself?*
   B. *What skills or experiences do you want your child to gain by the time they graduate high school?*
   C. *What challenges or gaps do you see in the current high school options available in your community?*
   D. *What additional support or resources would you like a high school to provide for your child and family?*
   E. *Are you satisfied with the learning experience and environment your student is currently receiving?*

III. Key Themes that emerged from assessing family need:
   A. Families, students, and community members expressed a need for a public high school option that:
      1. Provided a more personalized learning experience & had a better student-to-teacher ratio
         a) Teachers were consistently referred to as being a major factor in how students, and families, experience their schools
      2. Had stronger systems in place to retain and grow teachers
      3. Intentionally developed the student holistically, focused on both soft and hard skills
      4. Created community ties and continually engaged families and communities
      5. Had stronger school leadership
      6. Felt safer
   B. When probed more about what the factors are that go into how families select their high school option, families highlighted education quality and safety (emotionally, being known in a smaller space, and physical safety).
   C. Extracurricular programs were surprisingly rated fairly low as a consideration for families but high for students.

IV. Members of the Arcadia Board continued to attend events and switched from gathering input on need to sharing our school design, gathering feedback, making edits, and continuing that cycle. Board Members attended community events, hosted virtual chats, and connected with a variety of stakeholders one-on-one to share our model and gather feedback.

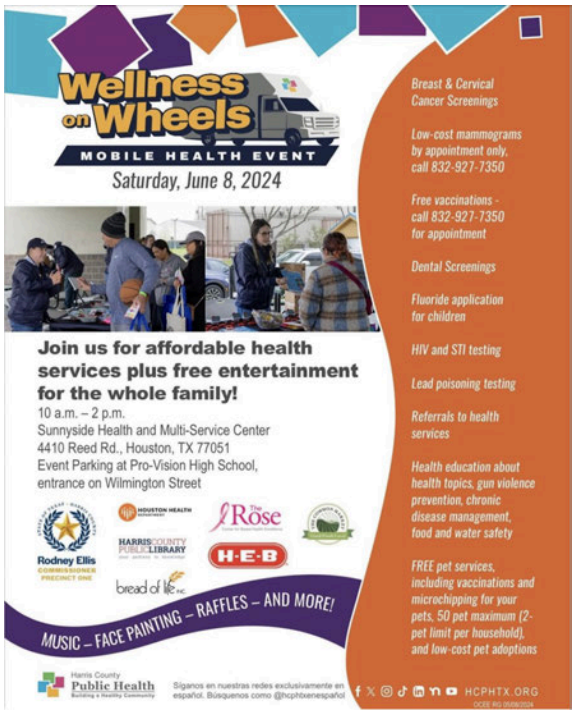
A. Some follow-up questions used to solicit community feedback on the school design.
    1. How important are personalized learning opportunities (e.g., individual support, flexible pacing) to your child's success? (Scale of 1-5, with space for comments.)
    2. What kind of academic support (e.g., tutoring, small groups, interventions) do you think your child would benefit from most?
    3. What aspects of school culture do you believe are most critical for your child's success (e.g., safety, inclusion, high expectations)?
    4. How important are extracurricular activities (e.g., sports, arts, clubs) to your child's overall educational experience? (Scale of 1-5, with space for comments.)
    5. What qualities do you value most in the teachers and staff who work with your child?

B. Examples of feedback received and changes implemented into further iterations include:
    1. Initially we had 4 teaching fellows in each team teaching room and a slimmer SPED and ESL department. Given likely student population we received feedback and made changes to provide more robust support for students outside of teaching teams by hiring more SPED and ESL teachers
    2. Initially we had longer periods and fewer course offerings but we received feedback that we would need to provide time for older students to make up credits as needed so we shortened periods and were able to add in elective slots to the 11th and 12th grade schedules.
    3. Initially we had a more robust centralized, administrative team based on our enrollment projections for the school but received feedback that we should project for more conservative estimates of how many students will attend each day and so scaled back our central admin team accordingly so as to avoid a financial deficit. We reassigned duties to other administrative titles at the school level during the growth years of the school
    4. Quotes from surveys on last iteration of the school model:
        a) *I would love for my child to have opportunities in the day for a small-group learning space. It's something he really needs.*
        b) *If this kind of model had been available when I started teaching I would have been so appreciative. This is exactly the kind of mentorship and support that was missing for me when I started my career.*
        c) *The Expert Teacher is such a great idea. I might still be in the classroom today if this had been available when I was working in schools.*
        d) *I left teaching a little while ago and would absolutely return and work for Arcadia when this kicks off the ground.*
        e) *I've seen community members help students make progress through tutoring programs and after school programs and I am so excited to see the Teaching Fellow position at Arcadia standardize the role and*

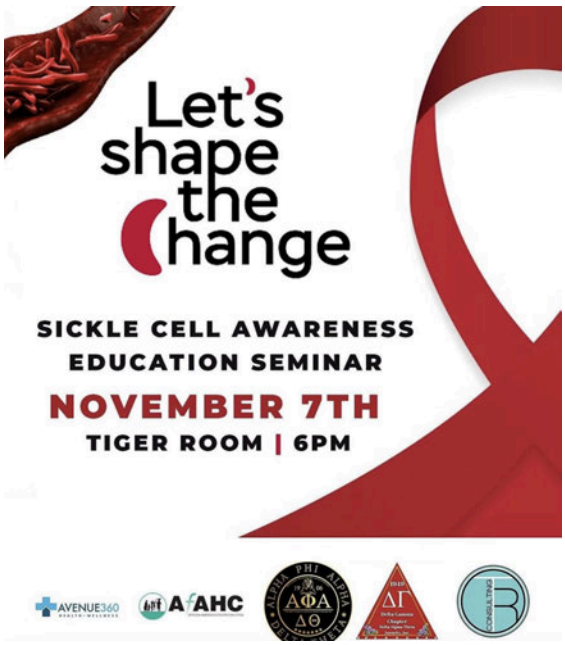
opportunity as part of the school's teaching staff.

f) This is such a unique model that offers support for students at all levels.

V. Some flyers from our most recent events where select members of Arcadia's Advisory Council partnered with MOVE nonprofit and OOTR Consulting and their Blueprint Coalition to solicit community feedback.







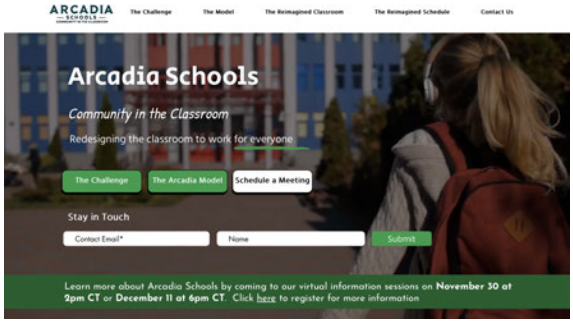



Register Here
TEEN HEALTH & WELLNESS WORKSHOP
MOVE
December 13, 2024 1:30
Food, Swag bags, Giveaways, Interactive Learning
Teens Will:
Explore their goals and create plans to accomplish them.
Discuss current issues (social media, peer pressures, friends ect.) and gain tools to navigate them effectively.
Experience a 45-minute beginner yoga flow.
Athleisure wear is strongly recommended.
Location: Shared upon Registration
Presentation from All Arcadia Schools
For More Info:
m.o.v.e.houston
movehtx.org


EMPOWERHER
Register Here
MOVE
December 13, 2024 1:30pm
Girls will :
Discuss how to balance life as an Educator, Burnout, & Empathy
Experience a Beginner's Yoga Flow taught by lululemon Ambassador Dr. Jennifer Bourgeois
Swag bags, Light Bites, Giveaways, Interactive Learning
We will open each session with Beginner's Yoga and Breathwork. Athleisure wear is strongly recommended.
Location:
Mc Arthur HighSchool

Examples of Ongoing Community Outreach Strategies to Build Demand

1. Community meetings and informational sessions scheduled for:
    a. At least two In-person Community Meetings #1 - Spring 2025
    b. Monthly Town Halls from August 2025 - June 2026
    c. Arcadia Parent University (AP University) - January, March, and June 2026
    d. Door-to-door Canvassing Events - Fall 2025 and Ongoing
    e. Tel-a-Thon Events - Summer 2025 and Ongoing
    f. Community Event: Cookout - September 2025
    g. Community Event: 3-on-3 Contest - October 2025
    h. Guardian-Student Socials - January 2026
    i. Home Visits - Summer 2025 - Summer 2026
2. 1:1 follow-ups with families and stakeholders who reach out for more information is ongoing
3. In 2024, we engaged in 100+ empathy interviews (i.e., one-on-one conversations that are designed to engage more deeply with, honor the voice, and collect authentic insight from interviewees) with students, teachers, administrators, and community members.
4. In 2024, we canvassed and had touchpoints with approximately 500 individuals across 36 sites in the Southwest Houston community.
5. We created a school website (arcadia-schools.org) with information on our model.



6. In the month of November, we canvassed the community to drop off over 520 flyers at 36 different community locations including, parks, YMCA, community centers, apartment complexes, churches, etc., resulting in 27 1:1 conversations with community members while dropping flyers. We are continuing to partner with other community groups to share flyers. Samples of flyers are seen below:





December 6th 2024
Texas Charter Approval Board

To Whom It May Concern,

On behalf of GradeWiz, I am pleased to express our enthusiastic support for Arcadia Schools and its innovative educational model. At GradeWiz, we are committed to providing tools that enhance teaching and learning, and we see Arcadia's approach as uniquely aligned with our mission of empowering educators to maximize their impact on student achievement.

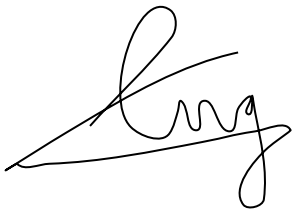
We are excited about the potential to partner with Arcadia to support its instructional strategies. By leveraging GradeWiz's platform, teachers can streamline key tasks such as grading assignments, identifying trends in student misconceptions, and sorting students into groups based on their needs. This approach allows educators to focus their valuable time on planning how to address gaps in understanding and provide targeted support during instruction.

In particular, we see GradeWiz playing a critical role in Arcadia's two-hour instructional model, where our tool can assist in preparing teachers with actionable insights for the second hour of instruction. By saving time on administrative tasks and providing clear, accessible data, we aim to help Arcadia's educators prioritize meaningful instructional planning and tailored support for their students.

We are deeply impressed by Arcadia's commitment to creating a collaborative, student-centered learning environment, and we look forward to the opportunity to contribute to its success. Please do not hesitate to reach out if we can provide further details about this partnership or how GradeWiz can support Arcadia's instructional goals.

Sincerely,

Aman Garg



CTO
amg455@cornell.edu

(415) 319-3623
GradeWiz Corporation
100 Cornell Ave
Ithaca NY 14850

December 17. 2024
TEA Review Committee

To Whom It May Concern,

On behalf of SchoolMint, I am pleased to express our strong support for Arcadia High School and their innovative approach to student recruitment, enrollment, and community engagement. SchoolMint has extensive experience partnering with schools and districts nationwide to provide proven solutions for attracting and enrolling families, and we are excited about the opportunity to collaborate with Arcadia High School as they work to establish a high-quality educational option for the Houston community.

Following our discussions with Arcadia leadership, we have identified opportunities to support their recruitment and enrollment efforts through a comprehensive timeline of activities. Our solutions are tailored to help Arcadia achieve their goals by engaging families effectively, increasing access to enrollment opportunities, and ensuring a seamless and data-driven enrollment process. Key elements include:

- **Recruitment Phase:** Launch community-wide outreach initiatives, including digital campaigns and targeted family engagement to build awareness and interest in Arcadia High School.
- **Engagement and Application Phase:** Implement streamlined enrollment tools and platforms to simplify the application process for families, with a focus on accessibility and user-friendliness.
- **Ongoing Support:** Leverage real-time data tracking and reporting to identify trends, respond to enrollment needs, and ensure Arcadia meets its recruitment goals effectively.

We believe that SchoolMint's tools and strategies will play a key role in Arcadia's efforts to build trust and strong relationships within the community while ensuring every student and family has access to a smooth and transparent enrollment experience.

We look forward to partnering with Arcadia High School and supporting their mission to create a high-quality [1]educational environment for all students. Should you have any questions or need additional information, please feel free to contact me at [631-681-7900].

Sincerely,

Jessica Godfrey

1

Jessica **Godfrey**
Marketing and Enrollment Specialist
SchoolMint
[631-681-7900]
https://schoolmint.com/

December 12, 2024

Dear Members of the Charter Approval Board,

It is my honor to write this letter of support for Arcadia Schools and their visionary approach to education. As the Executive Director of Eight Million Stories, I have witnessed firsthand the transformative power of innovative programs that connect students to meaningful opportunities for growth, community engagement, and career readiness. Arcadia's mission aligns closely with our work, and I am excited about the potential partnership between our organizations.

At Eight Million Stories, we are dedicated to providing young people with opportunities and pathways to success through education, employment, & personal development. I see immense opportunities for collaboration with Arcadia Schools, including supporting their students with community engagement projects, mentorship, and internship opportunities that will help them build skills and confidence for life beyond high school.

Arcadia's focus on empowering students through a collaborative and community-centered model is exactly what Houston's youth desires. Together, we can ensure that every Arcadia student has access to resources and real-world experiences that prepare them for leadership roles in their communities and future careers.

I am inspired by Arcadia's vision and excited about the chance to partner with them in creating a holistic and impactful educational experience. Please feel free to contact me directly if you have any questions or need further information about our commitment to supporting Arcadia Schools.

Sincerely,

Marvin Pierre
Executive Director
Eight Million Stories
Email:mpierre@eightmillionstories.org

Mary Lou Fulton Teachers College
Arizona State University

December 12, 2024

Dear Members of the Charter Approval Board,

I am writing to express my enthusiastic support for Arcadia Schools and their innovative team-teaching model. As the Executive Director of the Next Education Workforce Initiative at Arizona State University, I have had the privilege of engaging with leaders and organizations nationwide who are reimagining how we can best serve students and educators. Arcadia's approach to education is both groundbreaking and deeply aligned with our mission to build teams of educators with distributed expertise to better meet the needs of all learners.

At the Next Education Workforce Initiative, we are committed to advancing research-driven practices and providing schools with resources, professional learning opportunities, and collaborative events to support excellence in teaching and learning. We are thrilled at the prospect of partnering with Arcadia Schools to ensure the success of their model. Together, we can leverage our extensive research, tools, and networks to support their team-teaching approach and strengthen the collaborative learning environment they envision.

Additionally, we are excited to explore how we can work with Arcadia Schools to develop pathways for their Teaching Fellows to become certified educators. By partnering to provide professional development and strategic planning, we hope to empower Arcadia's educators and foster long-term sustainability for their teaching model.

I am confident that Arcadia Schools, with their bold vision and commitment to collaboration, will make a significant impact on their educators, students and the broader Houston community. We look forward to working with their team and building a strong partnership that supports their mission and goals. Please do not hesitate to reach out if you have any questions or require further information.

All Best,

Brent W. Maddin, Ed.D.
Executive Director, Next Eduation Workforce Initative
Professor of Practice
National Board Certified Teacher
Mary Lou Fulton Teachers College at Arizona State University

Email: bmaddin@asu.edu
Mobile: 505-506-4123

ÉTOILE ACADEMY
CHARTER SCHOOL

December 11, 2024
Texas Charter Approval Board

Dear Members of the Charter Approval Board,

I am writing to express my enthusiastic support for Arcadia Schools and their innovative approach to education. Their focus on team teaching and community-centered learning ensures that every student benefits from collaborative instruction tailored to their needs, while fostering a strong connection to the community.

As the Superintendent of Étoile Academy, I am pleased to share that members of my board and I fully support Arcadia Schools and their mission. In addition to our endorsement, Étoile Academy has been generously donated two buildings (donated lease), and we are in the process of finalizing an agreement to sublease or assign the lease for one of these facilities to Arcadia Schools, subject to the Landlord/Owner's approval.

There will be no rent charged for the facility; however, Arcadia Schools will be responsible for operational costs. Below is an estimate of the annual costs that Arcadia Schools is expected to pay under this arrangement:

Category	Approximate Annual Cost
Total Utilities	$110,000
Total Appliance & HVAC	$90,000
Total Building Maintenance	$20,000
Total Landscaping	$20,000
Total Cleaning	$90,000
Total Other Repairs	$20,000
Total Administrative & Security	$140,000
TOTAL	**$490,000**

These costs are approximate and may adjust over time due to inflation. The table reflects Arcadia Schools' portion of the operational expenses under this collaborative partnership.

This colocation agreement will house Étoile Academy's K-8 students in one building, while the second building will be used by Arcadia High School. This partnership also creates an option and pipeline for Étoile's students to seamlessly transition into a high-quality high school program at Arcadia, ensuring continuity in their academic journey.

I am thrilled about this partnership and the opportunity to work closely with Arcadia Schools to foster exceptional teaching, reimagine classrooms, and build a stronger community together. I hope this letter strengthens Arcadia Schools' application for charter approval. Should you have any questions or need further information, please feel free to contact me directly at kcolombero@etoileacademy.org.

Thank you for your time and consideration.

Sincerely,



Kayleigh Colombero
Superintendent
Étoile Academy Charter School
713-265-8657
6648 Hornwood Drive,
Houston, TX 77074

200 W. 6th Street, Suite 1800
Austin, Texas 78701
pagethink.com

Chad Johnson, AIA, LEED AP, REFP
Principal, Academic Sector Director PK-12

To Whom It May Concern,

I am writing on behalf of Page, one of the nation's leading architecture and engineering design practices, to express our enthusiastic support for Arcadia High School and its innovative approach to education. At Page, we believe that design is integral to fostering meaningful learning experiences, and we are thrilled about the opportunity to collaborate with Arcadia in creating a learning environment that reflects the school's mission and vision.

Our team specializes in creating educational spaces that inspire creativity, collaboration, and excellence. With a strong commitment to community-centered design, we have worked extensively with schools and academic institutions to deliver projects that align with their goals and values. For Arcadia, we envision a project that not only meets operational needs but also enhances student outcomes and creates a vibrant space for teaching and learning.

We are particularly excited about the opportunity to help Arcadia project plan for renovation and building readiness in a way that honors the community it serves. Through this partnership, Page will leverage its expertise in planning, design, and engagement to create facilities that embody Arcadia's commitment to innovation and collaboration. Our approach includes active community involvement in the design process, ensuring that the resulting spaces reflect the needs and aspirations of the students, staff, and families.

Please feel free to contact me should you have any questions about our potential partnership or the services we are prepared to offer.

We look forward to supporting Arcadia High School in realizing its vision for a state-of-the-art educational environment.

Sincerely,



Chad Johnson, AIA, LEED AP, REFP
Principal
Academic Sector Director PK-12
cjohnson@pagethink.com
512 382 3449



December 9, 2024
Texas Charter Approval Board
1701 N. Congress Avenue
Austin, Texas 78701

Dear Members of the Charter Approval Board,

I am pleased to express School Empowerment Network's (SEN) strong support for Arcadia Schools' charter application. Since 2015, SEN has partnered with over 25 districts across seven states, positively impacting more than 100,000 students through Leadership Development, New School Design, and Executive Coaching. Our mission is to create transformational schools where all students are valued, challenged, and inspired.

SEN's Commitment to Arcadia Schools

SEN is dedicated to supporting Arcadia Schools with:

- **FY 2024-25 (Pre-Planning Year):**: $250,000 in combined support, including seed funding, and in-kind services such as consulting for model and application development, and nonprofit legal expenses.
- **FY 2025-26 (Planning Year)**: $200,000 in in-kind technical assistance from SEN's executive leadership team, including myself, Laurie Kardos (Chief Strategy Officer), and Eduardo Contreras (Chief Operating Officer).
- **FY 2026-27, 2027-28 and 2028-29 (Growth Years)**: $100,000 annually in in-kind services, including coaching, professional development, and leadership capacity building.

SEN Leadership Team

- **Alex Shub, Chief Executive Officer**: Founder of SEN, Alex has led the design and launch of over 150 schools, improving educational outcomes for more than 100,000 students.
- **Laurie Kardos, Chief Strategy Officer**: Laurie has over 20 years of experience creating student-centered, equitable education models and leading school start-ups.
- **Eduardo Contreras, Chief Operating Officer**: Eduardo, a Yale MBA graduate, has 20+ years in strategic operations and previously served as COO of NYC's Department of Education's Division of Portfolio Planning.

Proven Impact of SEN Services

In Texas

Since 2019, SEN has partnered with the Texas Education Agency to launch the New School Design Fellowship (NSDF), empowering aspiring school leaders to create transformational schools. To date, SEN has helped establish 38 new schools across districts including Aldine, Crowley, and San Antonio, with six additional leaders joining from Ector County and Alief in 2024-25.

- **Student Outcomes**: SEN-supported schools excel academically, with 63% achieving higher math proficiency than comparable Title I schools. Additionally, 60% of students demonstrate grade-level proficiency in both reading and math, significantly surpassing state averages of 53% in reading and 42% in math.
- **School Improvement**: 100% of fellowship schools show measurable growth after two years, as demonstrated through comprehensive Fall and Spring School Quality Reviews that assess pedagogy, culture, and programming.
- **Coaching Excellence**: SEN's coaching, provided by former leaders of high-performing schools, is rated effective by 100% of Fellows, with 87% rating it highly effective. This hands-on support helps school leaders align goals, systems, and practices for transformative outcomes.

Beyond Texas

- In Massachusetts, SEN's Pathways to Leadership Program achieved 80% higher math gains and nearly triple ELA gains compared to district averages.
- SEN's Culture and Climate Coaching in Southbridge, Massachusetts, reduced suspensions by 71% and increased staff satisfaction by 10%.

With SEN's proven track record, we are confident Arcadia Schools will deliver high-quality education that serves all students. We urge your favorable review and approval of Arcadia's charter application.

Alex Shub

Sincerely,
Alex Shub
Chief Executive Officer
School Empowerment Network

UNIVERSITY OF ST. THOMAS

To Whom It May Concern,

It is with great enthusiasm that I write this letter in support of Arcadia High School and its innovative approach to education. At the University of St. Thomas, we are committed to fostering partnerships that create meaningful opportunities for students and educators alike, and we are eager to explore a collaboration with Arcadia that aligns with this mission.

We are enthusiastic about the potential to work with Arcadia High School in a variety of impactful ways, including:

- **Dual-Credit Opportunities:** Providing high school students with access to rigorous college-level coursework, enabling them to earn college credit while still in high school and preparing them for future academic success.
- **Teacher Certification Pathways:** Supporting Arcadia's innovative teaching model by offering certification programs to empower Teaching Fellows and other educators, equipping them with the skills and credentials necessary for long-term success in the profession.
- **Additional Collaborative Opportunities:** Exploring other possibilities such as professional development for educators, elective support for students, and community-focused initiatives to enhance educational outcomes for all.

We are inspired by Arcadia's vision and its commitment to reimagining the classroom, supporting students through collaborative teaching, and fostering strong community connections. These shared values create a durable foundation for our potential partnership, and we look forward to further discussions on how we can work together to empower students and educators alike.

Please do not hesitate to reach out if you have any questions or require additional information about our ongoing conversations with Arcadia High School.

Sincerely,

Arthur Ortiz

Chief Strategic Partnerships and Community Engagement Officer

University of St. Thomas, Houston

ortiza@stthom.edu

Legal History

If the sponsoring entity has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

Provide the following information:

- specific demographics served;
- formal complaints from individuals and/or third-party entities;
- investigations, citations, compliance violations, and/or deficiencies from applicable municipal, state, and/or federal licensing/regulatory entities (including but not limited to the Texas Department of Health and Human Services: Child Care Regulation and Texas Department of Family and Protective Services: Child Care Investigations).

If the sponsoring entity has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

Provide the following information:

- formal legal complaint;
- any response to the complaint;
- settlement agreement; and
- results of the arbitration, litigation, or settlement.

If this attachment is not applicable to the sponsoring entity.

- Provide a single-page document that states, "The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided."

Arcadia Legal History

The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided.

Detailed Start-Up Plan

Provide a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening—specifying tasks, timelines, and individuals responsible for each task.

ARCADIA SCHOOLS

TEAM TEACHING

COMMUNITY-CENTERED LEARNING

Start-Up Plan

Year 0 (August 2025 - August 2026)

DRAFT

Finalized and board approved during the first three days of the Pre-opening Period

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Arcadia High School Start-Up Plan
August 2025 - August 2026

Staff:
Superintendent
Principal Hired: January 2026
Ops Associate Hired: February 2026
Rest of team to be hired in the spring/summer, starting date: July 2026

Arcadia High School's start-up plan for the planning year (August 2025– July 2026) details timelines, tasks, responsible personnel, and required materials. As reflected in the budget and stated in the narrative, Arcadia High School has identified a Superintendent who the Board will hold primarily responsible for implementing this plan. This pre-opening team (Superintendent and Principal with support from Ops Associate) will collaborate to manage task execution. The Board will oversee the start-up plan's progress through bi-weekly meetings between the Chair and the Superintendent. Additionally, the Superintendent will provide formal updates to the full Board during monthly meetings.

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Upon Approval: **August 2025-December 2025** **(or sooner based on approval decision and contract finalization date)**		
Category	**Action Steps**	**Responsible Person(s)**
Fiscal and Operational	• Secure initial financing and insurance. • Submit grant(s) for charter funding. • Identify additional grant opportunities- apply. • Plan fundraising events and solicit contributions from individual donors. • Assess fundraising needs and build a strategic plan. • Establish a schoolwide email system. • Develop and approve forecast and contingency planning for months ahead. • Set up bank accounts with a selected depository bank. • Establish an account with TRS. • Establish an account with TWC. • Submit forms for sales tax exempt status. • Establish a TexNet account. • Register for a TEA TEAL account and gain access to various applications.	Superintendent Board Board Finance Committee
Governance	• Finalize board membership and build an advisory committee. • Hold monthly board meetings. • Onboarding and orientation (members provided by-laws, code of ethics, etc.). • Establish committee structure and assign members as well as committee chairs. • The superintendent presents updates to the board (monthly). • Chair Hosts bi-weekly meeting with Superintendent. • Draft data dashboard for approval and use. • Board members undergo targeted training on their specific roles (e.g., legal compliance, fundraising strategies) and TEA-required training to ensure alignment with the school's goals and responsibilities. • Board members engage actively with community stakeholders through open forums, local events, and outreach campaigns to build trust and awareness. • Monitor start-up plans.	Board with Superintendent support

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Academics	• Review scope and sequence documents in developing and refining core academic models. • Assess alignment of curriculum plans with SBOE and educational model. • Purchase necessary assessments aligned to TEKS and ELPS as necessary. • The Superintendent and Board Chair meet weekly upon charter approval to learn, problem-solve with one another, review data, monitor progress, and reflect upon the TEXAS Principal Standards. (Prepare for P-TESS) • Identify Professional Development (PD) providers critical to school start-up plans. • Update and refine PD schedule. • Staff and student onboarding planning.	Superintendent, Board Academic Excellence Committee
Human Resources and Staffing	• Approve finalized leadership job descriptions through a Board vote. • Recruit and hire the Superintendent (note: already identified), Principal, ensuring completion of background checks and fingerprinting. • Set up payroll processes. • Finalize and approve staff salary scales. • Create a detailed training plan, with goals and objectives, and begin Year 1 preparation. • Visit high-performing high schools in the state to gain insights and best practices. • Finalize job descriptions for instructional and operational staff positions. • Initiate recruitment for instructional and non-instructional staff, with a focus on special education roles: organize interest events, advertise locally and nationally, attend hiring fairs, utilize partnerships and networks, and collaborate with local colleges and education programs. • Track staff recruitment progress against established benchmarks and adjust strategies as needed.	Superintendent Board
Students, Families, and Community	• Hold conversations with community members, service providers and local universities to share mission/vision and identify partners and services. • The student application window begins. • Host open houses and information sessions to engage families. • Distribute applications, gather them as submitted, and organize them. • Build excitement and inform the community about the school. • Send flyers and updates (via USPS, email, or social media) to families who have provided contact information to keep them informed of developments. • Share details about dates for information night(s) with families.	Superintendent Board

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	• Implement the outreach plan detailed in the application. • Collaborate with and build partnerships with community organizations.	
Facility	• Finalize the facility location and lease, and schedule necessary inspections. • Obtain all required permits and approvals. • Begin repairs, renovations, improvements, and inspections. • Order signage, including clearly marked numbers for emergency response vehicles. • Work with City officials to meet all requirements and submit relevant paperwork. • Finalize the lease between September and January 2026 (if not already completed).	Superintendent Board

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January—April 2026		
Category	**Action Steps**	**Responsible Person(s)**
Fiscal and Operational	• Hire Ops Associate to support ops planning and IT services. • Develop a comprehensive school safety plan, including scheduling fire drills and crisis drills, and test the plan. • Assess existing furniture, technology, and classroom equipment. (e.g., projectors, screens, desks, chairs, and whiteboards). • Obtain quotes from providers and place orders for all required items, including classroom furniture, technology, accessories, and safety equipment. • Establish internal controls and fiscal policies with Board oversight. • Purchase van and establish traffic routes to support students with IEP needs beginning Day 1 of school. • Evaluate and implement safety recommendations from the TEA, consulting the Texas School Safety Center (TxSSC) to finalize safety protocols. • Develop a plan for food service. • Collect applications and organize them by grade level, ensuring proper timestamping. • Offer translation services to assist families in completing an application or answering questions. • Co-sponsor events with local community organizations and strengthen community partnership. • Continue outreach and marketing efforts, track progress by zip code, and adjust strategies to convert interest into applications. • Review and monitor student recruitment benchmarks, providing updates to the Board. • Finalize and print the family/student handbook. • Create enrollment forms and ensure their translation into multiple languages. • Develop attendance procedures in accordance with TEA SAAH. • Begin development of 2026-2027 budget.	Superintendent Principal Ops Associate

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Governance	• Participate in school board meetings (monthly). • Actively govern and oversee the school. • Refine and edit master schedule. • Onboard new board members. • Determine, develop and initiate required Board and Leader training. • Review and approve all policies: finance, enrollment, grievance, discipline, admissions, etc. • Monitor start-up plans. • Support recruitment and marketing efforts (lead as asked).	Board Superintendent
Academics	• Prepare a list of needed materials: sort by need and want. Prioritize spending in alignment with the budget. • Secure quotes or perform necessary competitive procurement. • Procure classroom resources/ equipment critical for start-up. • Order additional materials for school start-up. • Plan teacher orientation & training; refine summer and year-long professional development plan and schedule. • Design professional development sessions that equip teachers with the skills and knowledge required for Arcadia's team-teaching model, including strategies for collaborative lesson planning and instructional delivery. • Ensure all curriculum materials reflect Arcadia's collaborative learning and team teaching emphasis.	Superintendent Principal Support from Ops Associate
Staffing and Human Resources	• Onboard Principal and Ops Associate. • Adopt Teacher Salary Schedule. • Draft a personnel handbook that will assist in ensuring that all staff are trained to execute the mission and vision of the school in advance of the school opening. • Review role responsibilities and create training material. • Hold interviews- adhere to hiring protocol. • Finalize PEIMS training plan. Register to attend PEIMS training.	Superintendent Board
Students, Families and Community	• Continue hosting community meetings, and open houses; conduct information sessions at the school facility; present to community organizations, feeder schools, and other organizations. • Monitor application submissions, and adjust practices as necessary. Report to the Board. • Establish, publicize and implement lottery procedures and location (public invited). • Activate enrollment forms to websites and social media platforms. • Accept student applications. Provide support with applications as needed.	Superintendent Principal Ops Associate

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	• Update school website. Keep families informed of progress. • Collect intent to enroll forms. Follow up with accepted families (as necessary) to share documents and information. • Begin student registration. If the number of registered students exceeds the projected enrollment/capacity, then a lottery will be conducted, and a waitlist will be established. • Provide offers of admission. • Administer and score Emergent Bilingual home language survey. • Distribute student handbook. • The last day of the application acceptance window is the last weekday in March (see admissions policy for admissions outside of the window). • Lottery first weekday in April.	
Facility	• Walk through to assess upgrades to the building. • Assess improvements to ensure the timeline supports opening. • Install signage for inside and outside of the building.	Superintendent Board Landlord

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May-June 2026		
Category	**Action Steps**	**Responsible Person(s)**
Fiscal and Operational	• Develop and refine transportation plans and work to execute and prepare accordingly. Purchase van (prioritized for SPED) in early April. • Procure, select and bring back-office consultants in for orientation/training. • Identify eligible suppliers and vendors; order office equipment; lease/purchase copiers. • Form a Safe School Advisory Team (staff, leadership, law enforcement, parents, and other community members). • Determine athletics options (inter/intra-district). • Food service details and contract finalized. • Finalize proposed Year 1 budget for Board approval.	Superintendent Principal Board Ops Associate
Governance	• Continue oversight, training, fundraising, and engagement with the community. • Ensure all board members have and understand role descriptions. • Monitor start-up plans. • Approve 2026-2027 budget.	Board Superintendent
Academics	• Conduct procurement, identify, select and formalize contracts with related service providers (OT, PT, etc.). • Communicate with service providers and establish working relationships and communication style. • Plan Information Pre-opening Night and Welcome Night. • Finalize master schedule. • Review student records to begin creating individual student and teacher schedules. • Develop unit lesson plans.	Superintendent Principal Board Ops Associate
Staffing and Human Resources	• Hire PEIMS consultant. • Continue to recruit and hire staff (some to begin July 1, 2026). • Host interviews at school buildings or remote sites. • Conduct extensive outreach for candidates; interviews; fingerprinting, job offers—if shortage, contract with an external agency to support national	Superintendent Principal Board

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	recruitment. • Finalize a comprehensive onboarding program for new hires that includes an introduction to Arcadia's teaching model, team-teaching simulations, and training on data-driven instruction.	Ops Associate
Students, Families and Community	• Sustain active communication with families to share updates. • Meet with families to identify student needs, and connect families and students to support services to support seamless transition to class. • Communicate with sending schools to gather records. • Complete collection of enrollment information (i.e., registration). • Student/Parent/Family Orientation session #1	Superintendent Principal Board Ops Associate
Facility	• Prepare the building for opening - paint rooms and halls, and order cleaning supplies. • The team occupies the building. Tours begin. • Secure a certificate of occupancy.	Superintendent Contractors

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July-August 2026		
Category	**Action Steps**	**Responsible Person(s)**
Fiscal and Operational	• Hire and train custodians and office support staff. • Install technology. • Create an arrival/dismissal plan for families, including traffic flow. Consult with local police and adjacent schools. • Final facilities, health and safety inspections, and staff training. • Secure approval of the crisis plan. • Communicate transportation plans with families. Test run traffic. • Distribute public transportation cards (if any). • Set up the washrooms and purchase required accessories (detergent, etc.). • Set up clothing and food donation space. • Establish a secure electronic and physical filing system for student records. • Pilot instructional technology and tools with a small group of teachers and students before full implementation. Use feedback from the pilot to refine training and ensure alignment with Arcadia's instructional goals.	Superintendent Principal Ops Associate
Governance	• Collect conflict of interest forms from staff. • Continue to partake in required Board Training. • Continue to oversee and guide school. • Monitor start-up plans.	Board Superintendent
Academics	• Train teachers –pre-opening session as detailed in application and supported with CSP funds. • Survey PD satisfaction. • Distribute classroom materials. • Prepare classrooms for the first day of school. • Prepare training providers • Oversee training as delivered to staff. • Evaluation PD	Superintendent Principal Teachers
Staffing and Human Resources	• Ensure all staff are prepared for opening day. • Ensure all staff and contractors have cleared background checks. • Ensure proper onboarding for all new staff members.	Superintendent School-based Leadership Team

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Students, Families and Community	• Conduct student orientation. • Distribute uniforms (The Arcadia High School provides financial support as needed). • Student/Parent/Family Orientation session #2 (for those who could not attend June sessions). • Revisit waitlist and connect with families to move from waitlist to accepted (as needed). • Plan a series of workshops and community meetings to introduce students and families to Arcadia's two-hour instructional blocks and team-teaching model. • Conduct surveys to gather feedback from families about their onboarding experience and adjust outreach efforts accordingly. • Schedule a freshman camp for students, focusing on familiarizing them with advisory programming, enrichment opportunities, support systems, and classroom expectations. Use this time to build rapport and foster a sense of belonging.	Superintendent School-based Leadership Team
Facility	• Prepare the facility for opening with safety guidelines. • Create a facility readiness checklist that ensures classrooms are optimized for team teaching, with sufficient collaborative spaces, appropriate seating arrangements, and technological resources. • Develop, refine, and adjust a transportation plan prioritizing accessibility for families in underrepresented areas of community, ensuring all students have equitable access to Arcadia's programs and services.	Superintendent Board School-based Leadership Team

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Organizational Bylaws

Provide the proposed (or existing) bylaws for the sponsoring entity.

BYLAWS
OF
ARCADIA SCHOOLS

WHEREAS, the initial Board of Directors of Arcadia Schools (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

PREAMBLE
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation shall enrich, strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. The Corporation shall also seek to own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

ARTICLE ONE
NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Arcadia Schools".

1.02 OFFICE: The initial principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

ARTICLE TWO
MEETINGS & RECORDS

2.01 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.

2.02 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.

2.03 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

2.04 CHARTER SCHOOL MEETINGS: When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting

involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call if a quorum, or the presiding officer, is present at one location open to the public and the notice of the meeting states the intent to have the quorum or 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.

2.05 NOTICE FOR CHARTER SCHOOL MEETINGS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to 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.

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS: When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in

the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 NON-CHARTER MEETINGS: When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

2.08 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 (10^{th}) 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

2.09 CORPORATE RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 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.

2.11 ORDER OF BUSINESS: Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.12 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.

2.13 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.

2.14 FUNDAMENTAL ACTIONS: In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];
(b) Voluntary winding up under Chapter 11;
(c) A revocation of a voluntary decision to wind up under Chapter 11;
(d) A cancellation of an event requiring winding up under Chapter 11;
(e) A reinstatement under Section 11.202;
(f) A distribution plan under Section 22.305;

(g) A plan of merger under Subchapter F;
(h) A sale of all or substantially all of the assets of the Corporation;
(i) A plan of conversion under Subchapter F; or
(j) A plan of exchange under Subchapter F

2.15 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*, 12th ed. (Cambridge, Mass.: Perseus Publishing, 2020).

ARTICLE THREE
DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the

Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT 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.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, 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.

ARTICLE FOUR
OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with

these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in the absence of the Chairman and Vice-Chairman, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.06 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

ARTICLE FIVE
COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any

committee may be abolished, or any committee member removed for any reason and at any time by the Board of Directors.

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

ARTICLE SIX
DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN
MISCELLANOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation as of the end of the fiscal year.

(b) The principal changes in assets and liabilities during the fiscal year;

(c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

Code of Ethics and Conflict of Interest Policy

Provide the following documents:

- Code of Ethics Policy
- Conflict of Interest Policy

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PART I: PREAMBLE

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of Arcadia Schools is committed to maintaining the highest legal and ethical standards in the conduct of the business of Arcadia Schools, and to protecting the integrity and reputation of Arcadia Schools, Arcadia High School, the Board, and all Arcadia High School employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of Arcadia Schools. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: DEFINITIONS

The following terms shall have the following meaning in this policy:

(1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." *19 TAC §100.1001(20)*.

(2) **Business entity**. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

(3) **Substantial interest in business entity**. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

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(4) **Substantial interest in real estate**. A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

(5) **Substantial interest through a relative or family member**. A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest through a relative. *19 TAC § 100.1145(d)*.

(6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

(7) **Disqualified person.** A disqualified person is any person who was in a position to exercise substantial influence over the affairs of Arcadia Schools at any time during the lookback period as further defined in IRS regulations. It is not necessary that the person actually exercise substantial influence, only that the person be in a position to do so.

PART III: ETHICAL PRINCIPLES

Sec. 1. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 2. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, Arcadia Schools shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Arcadia Schools, and not the private interests of Directors or Officers.

Sec. 3. PUBLIC ACCOUNTABILITY

Arcadia Schools shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Arcadia Schools, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 4. ACCURACY AND RETENTION OF RECORDS

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Arcadia Schools will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

Sec. 5. POLITICAL ACTIVITIES

As a 501(c)(3) tax-exempt public charity, Arcadia Schools shall not engage in political activities. Directors and Officers shall not use their relationship with Arcadia Schools to promote or oppose political candidates or parties, or to create the appearance that Arcadia Schools endorses or opposes a political candidate or party for elected office.

Sec. 6. ENDORSEMENTS AND USE OF THE ARCADIA SCHOOLS NAME AND AFFILIATION

The Arcadia Schools and Arcadia High School name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 7. QUESTIONS, CONCERNS OR REPORTS OF VIOLATIONS

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

PART IV: CONFLICTS OF INTEREST

Sec. 1. COMPLIANCE WITH STATE LAW

Arcadia High School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 TAC §§ 100.1143-100.1151, including, but not limited to the following:

a) ***Employees Serving on the Board***

(1) Directors and Officers of Arcadia High School shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1143-100.1151.

(2) Officers of Arcadia High School are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager,

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regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer" of Arcadia High School.

(3) The Arcadia High School Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for Arcadia High School is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Arcadia High School, including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or Arcadia High School's staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or Arcadia High School regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or Arcadia High School (except for developing budgets for a Arcadia High School campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney

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licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in Arcadia High School, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Arcadia Schools charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for Arcadia High School is a person charged with the duties of, or acting as, a principal or assistant principal of a Arcadia High School campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a Arcadia High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(B) setting specific education objectives for a Arcadia High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a Arcadia High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Arcadia High School campus;

(E) assigning, evaluating, or promoting personnel assigned to a Arcadia High School campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

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(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Arcadia High School campus, or recommending the non-renewal of the term contract of such an employee.

(6) A Business Manager is a person charged with managing the finances of Arcadia Schools or Arcadia High School.

(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit corporation holding Arcadia Schools's open-enrollment charter may not serve on the Board, with the following exceptions:

(A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Arcadia Schools employees may serve on the Board, as described below, and as provided by law.

(B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Arcadia Schools employees may serve on the governing body of the charter holder, as provided by law.

(C) An employee of Arcadia Schools may serve as a Director if: (i) only employees of Arcadia Schools, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Arcadia Schools; (iii) Arcadia Schools employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Arcadia Schools employees serving on the Board comply with all applicable conflict of interest provisions required by law.

b) ***Conflicts Requiring an Affidavit and Abstention from Voting***

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter

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involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) *Separate Vote on Budget Item*

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1147(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 2. STATEMENT ON FEDERAL LAW

Arcadia Schools and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined in Section II of this policy) of the disqualified person.

a) *Interested Person*

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Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an "Interested Person."

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(A) an ownership or investment interest, directly or indirectly, in any entity with which Arcadia Schools has a transaction or arrangement;

(B) a compensation arrangement with Arcadia Schools, or with any entity or individual with which Arcadia Schools has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Arcadia Schools is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) ***Interested Person with Conflict of Interest***

An Interested Person shall have a Conflict of Interest (as defined in this policy) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 3. CONFLICT OF INTEREST PROCEDURES

a) ***Duty of Prior Disclosure***

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

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(1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) ***Determining Whether a Conflict of Interest Exists***

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) ***Vote by Disinterested Directors***

(1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

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(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

(4) **Circumstances in Which Comparability Data is Necessary**. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Arcadia Schools to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to Arcadia Schools. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

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(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) ***Documentation***

The Board Secretary shall keep accurate minutes reporting:

(1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1143-1149 (*see* Affidavit Exhibit A).

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 4. COMPENSATION

(1) A Director who receives compensation, directly or indirectly, from Arcadia Schools for services is precluded from voting on matters pertaining to that Director's compensation.

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(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Arcadia Schools for services is precluded from voting on matters pertaining to that member's compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Arcadia Schools, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 5. ADDITIONAL PROHIBITION

No administrator, officer, or employee of **Arcadia High School** and no member of the governing body of the charter school or its charter holder may derive any personal financial benefit from a real estate transaction with **Arcadia High School**.

Sec. 6. DISCLOSING VENDOR RELATIONSHIPS

Arcadia Schools and its Officers and Directors shall comply with the state law disclosure requirements regarding relationships between vendors who conduct business with <<Charter School>> as described in Chapter 176 of the Local Government Code.

a) ***Conflict Disclosure Statements by School Directors, the Superintendent, and Purchasing Agents***

(1) The Arcadia Schools Directors, Superintendent, or any other agent of Arcadia Schools who exercises discretion in the planning, recommending, selecting, or contracting of a vendor for the Charter School (hereinafter "Covered Individuals") must file a Conflicts Disclosure Statement with respect to a vendor if:

a. The vendor enters into a contract with Arcadia Schools or Arcadia Schools is considering entering a contract with the vendor, and the vendor has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual that will result in the Covered Individual or the family

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member of the Covered Individual receiving taxable income that exceeds $2,500 during the 12-month period preceding the date that the Covered Individual became aware that a contract between Arcadia Schools and the vendor has been executed or Arcadia Schools is considering entering into a contract with the vendor.

b. The vendor has given to a Covered Individual or a family member of a Covered Individual one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the Covered Individual becomes aware that a contract between Arcadia Schools and the vendor has been executed or Arcadia Schools is considering entering into a contract with the vendor.

c. The vendor has a family relationship with a Covered Individual.

(2) A Covered Individual is not required to file a Conflicts Disclosure Statement in relation to a gift accepted by the Covered Individual or a family member of the Covered Individual if the gift is a political campaign contribution, officeholder contribution, or food accepted as a guest. A Covered Individual is not required to file a Conflicts Disclosure Statement if the vendor is an administrative agency.

(3) A Covered Individual must file the Conflicts Disclosure Statement with the person responsible for maintaining Arcadia Schools records or the designated Arcadia Schools representative who maintains the statements and questionnaires filed under this policy by 5:00 p.m. on the seventh business day after the date on which the Covered Individual becomes aware of the facts that require the filing of the Conflicts Disclosure Statement.

(4) The Texas Ethics Commission provides the required Conflicts Disclosure Statement Form online at: (FORM CIS).

b) ***Vendor Submission of Conflict of Interest Questionnaires***

(1) A vendor must complete and file a Conflict of Interest Questionnaire if the vendor has a business relationship with Arcadia Schools and:

a. Has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual; or

b. Has given a Covered Individual or a family member of a Covered Individual one or more gifts with the aggregate value of more than $100; or

c. Has a family relationship with a Covered Individual.

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(2) A vendor must file the completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining Arcadia Schools records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the later of the date of:

a. The date that the vendor begins discussions or negotiations to enter into a contract with Arcadia Schools or submits to Arcadia Schools an application, response to a request for proposals or bids, correspondence or another writing related to a potential contract with Arcadia Schools; or

b. The date that the vendor becomes aware of an employment or other business relationship with an Arcadia Schools Officer or Director or a family member of a Arcadia Schools Officer or Director; that the vendor has given one or more gifts as described above; or of a family relationship with an Arcadia Schools Officer or Director.

(3) A vendor must file an updated completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining Arcadia Schools records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the date on which the vendor becomes aware of an event that would make a statement in the questionnaire incomplete or inaccurate.

(4) A Covered Individual who also serves as a Arcadia Schools vendor is required to file the questionnaire if the Covered Individual enters or seeks to enter into a contract with Arcadia Schools or is an agent of a person who enters or seeks to enter into a contract with Arcadia Schools.

(5) The Texas Ethics Commission provides the required Conflict of Interest Questionnaire form online at: (FORM CIQ).

c) ***Additional Requirements***

(1) **Maintaining Records**. The person responsible for maintaining Arcadia Schools records or the designated representative who maintains the statements and questionnaires filed under this policy must maintain a list of Covered Individuals and make the list available to the public and any vendor who may be required to file a Conflict of Interest Questionnaire. This person must also maintain the statements and questionnaires that are required to be filed under these policies in accordance with Arcadia Schools' records retention schedule.

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(2) **Electronic Filing**. The filing requirements of Chapter 176 of the Local Government Code, including signature requirements, may be satisfied by electronic filing in a form approved by the Texas Ethics Commission.

(3) **Internet Posting**. If Arcadia Schools maintains an Internet website, the school must provide access to the statements and to questionnaires required to be filed under these policies on that website.

(4) **Requirements Cumulative**. The disclosure requirements under Chapter 176 of the Local Government Code are in addition to any other disclosure required by law.

d) ***Enforcement***

(1) A Covered Individual commits an offense under Chapter 176 of the Local Government Code if the Officer or Director is required to file a Conflicts Disclosure Statement and knowingly fails to timely file the statement.

(2) A vendor commits an offense under Chapter 176 of the Local Government Code if the vendor is required to file a Conflict of Interest Questionnaire and knowingly fails to timely file the questionnaire or knowingly fails to file an updated questionnaire after becoming aware of an event that would make the previously filed questionnaire incomplete or inaccurate.

(3) Offenses under Chapter 176 of the Local Government Code are classified as Class A-C misdemeanors depending on the contract price.

(4) Arcadia Schools may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement under these policies.

(5) The Board may, at its discretion, declare a contract void if the governing body determines that a vendor failed to file a Conflict of Interest Questionnaire.

PART V: NEPOTISM

Sec. 1. NEPOTISM GENERALLY PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

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(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. *Government Code §§ 573.002, 573.041*.

(3) Refer to attached diagram, Exhibit B.

Sec. 2. INDEPENDENT CONTRACTORS

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 3. PAYMENT TO PROHIBITED PERSON

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Government Code § 573.083; 19 TAC § 100.1141*.

Sec. 4. RELATION BY CONSANGUINITY

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Government Code § 573.022*.

a) *Third Degree of Consanguinity*

An individual's relatives within the third degree by consanguinity are the individual's:

(1) Parent or child (first degree);

(2) Brother, sister, grandparent, or grandchild (second degree); and

(3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

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> ***Note:*** There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *See* Exhibit B.

Sec. 5. RELATION BY AFFINITY

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Government Code § 573.024*.

a) *First Degree of Affinity*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) *Second Degree of Affinity*

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) *Third Degree of Affinity*

An individual's relatives within the third degree of affinity are:

(1) Anyone related by consanguinity to the person's spouse within the first or second degree; and

(2) The spouse of anyone related to the person by consanguinity within the first or second degree. *Government Code § 573.025*.

Sec. 6. EXCEPTIONS FOR EXISTING EMPLOYEES/CONTINUOUS EMPLOYMENT

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or

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Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

(1) Thirty days, if the Director or Officer is appointed;

(2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or

(3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Arcadia Schools and who was employed by Arcadia Schools before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Arcadia Schools. *Education Code § 12.1055(d)*.

a) *Continuous Employment Exception*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a *bona fide* category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Government Code § 573.061*.

b) *Retired Teachers*

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Arcadia High School, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

Sec. 7. <u>OTHER NEPOTISM EXCEPTIONS</u>

The nepotism exceptions described in 19 TAC § 100.1139 also apply.

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Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Sec. 8. TRADING PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

(1) The person is related to another Director or Officer within the prohibited degree; and

(2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Government Code § 573.044*.

Sec. 9. SOURCE OF FUNDING IRRELEVANT

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

Sec. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

(1) Removal must be in accordance with the Articles and Bylaws of Arcadia Schools and in accordance with the terms of the charter and other state and federal law.

(2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 11. DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select Arcadia High School personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

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If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Arcadia High School personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Arcadia High School before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Arcadia High School.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Arcadia High School employees. *Education Code §§ 11.1513(f), 12.1055*.

PART VI: RELATED PARTY TRANSACTIONS

Sec. 1. COMPLIANCE WITH COMMISSIONER RULE

Arcadia Schools shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if Arcadia Schools intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

Sec. 2. DEFINITIONS

For purposes of this policy, the term "related party" includes:

(1) a person who is:

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a. a current or former (within the last five years) board member for Arcadia Schools or the charter school;
b. a current or former (within the last five years) administrator for Arcadia Schools or the charter school;
c. a current or former officer of a charter school;
d. a person who is related to a person described in clauses (a)-(c) of this subparagraph within the third degree of consanguinity or second degree of affinity, as determined under Texas Government Code, Chapter 573;
e. a person who within the last five years ending on the date of the transaction was in a position to exercise substantial influence over Arcadia Schools including any "disqualified person" as defined under Internal Revenue Code ("IRC"), § 4958, or Treasury Regulation 26 CFR § 53.4958-3;
f. a family member of a person described in clause (e) of this subparagraph, which includes: (i) the person's spouse or ancestor; or (ii) the person's children, grandchildren, great grandchildren, siblings, half-siblings, and their spouses;
g. any person described in clause (e) or (f) of this subparagraph with respect to an organization described in IRC, § 509(a)(3), that was organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Arcadia Schools; or
h. any person who is a donor or donor advisor;

(2) an entity that:
a. is related to Arcadia Schools;
b. is participating in a joint venture with Arcadia Schools;
c. is jointly governed with Arcadia Schools;
d. has a current or former (within last five years) board member, administrator, or officer who is either: (i) a current board member, administrator, or officer of Arcadia Schools or Arcadia High School; or (ii) related to within the third degree of consanguinity or second degree of affinity of a person described in clause (i) of this subparagraph as determined under Texas Government Code, Chapter 573;
e. is more than 35% controlled by individuals described in part 1(e) and (f) of this section, including: (i) a corporation in which such persons own more than 35% of the total combined voting power; (ii) a partnership in which such persons own more than 35% of the profits interest; (iii) a trust or estate in which such persons own more than 35% of the beneficial interest; or (iv) an entity for which the constructive ownership rules of IRC § 4946(a)(3) and (a)(4) apply; or
f. Any private foundation as described in IRC § 509(a)(3) that: (i) is organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of Arcadia Schools; and (ii) meets the control test in section 2(e);

(3) a donor-advised fund if a donor (or any person appointed or designated by such donor) has, or reasonably expects to have, advisory privileges with respect to the distribution or

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investment of amounts held in such fund or account by reason of the donor's status as a donor;

(4) any person or entity associated with the section regarding sponsoring entity;
(5) a lender providing secured or unsecured debt to Arcadia Schools or Arcadia High School other than bonds or tax-exempt facility financing, for any transaction other than the loan or note agreement; or
(6) a major donor to Arcadia Schools or Arcadia High School under a written grant agreement or other contract, for any transaction with the donor other than the written grant agreement.

19 TAC 100.1001(25).

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between Arcadia Schools and a related party exceeds $5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit Arcadia Schools or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect Arcadia Schools' interests. Failure to comply with the Commissioner's order is a material charter violation,.

Sec. 4. ANNUAL AUDIT DISCLOSURE

Arcadia Schools must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

1. All financial transactions between Arcadia Schools and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by Arcadia Schools and any related party for each member of the Board and each officer and administrator of Arcadia High School and the related party.

Education Code § 12.1168; *19 TAC 100.1069(c)*.

PART VII: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that Arcadia High School maintains as confidential, proprietary, restricted,

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or otherwise as not to be disclosed generally, and any information that the Board or Arcadia High School otherwise determines or deems as Confidential Information.

A Director shall not use Arcadia Schools property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

PART VIII: DISCLOSURE AND ANNUAL REVIEW

Sec. 1. NEW DIRECTORS AND OFFICERS

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 2. PERIODIC REVIEW

To ensure that Arcadia Schools 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: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Arcadia Schools' 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.

Sec. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

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Adopted the _____ day of _____, 20__

_____ _____
President Member

_____ _____
Secretary Member

_____
Treasurer

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EXHIBIT A
AFFIDAVIT OF ABSTENTION

STATE OF TEXAS §
§
COUNTY OF _____ §

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Arcadia Schools.

The business entity or real property in which I have a substantial interest is: [*name and address of business and/or description of property*]:

_____

_____

_____

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [*check all that apply*]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

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☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;

☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;

☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least $2,500;

Upon filing of this affidavit with the official record keeper of Arcadia Schools, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20___.

_____
Signature of Affiant

_____
Title

Before me, the undersigned authority, this day personally appeared _____ _____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____, 20__.

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_____
Notary Public, State of Texas

(seal) My commission expires: _____

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EXHIBIT B

NEPOTISM CHART

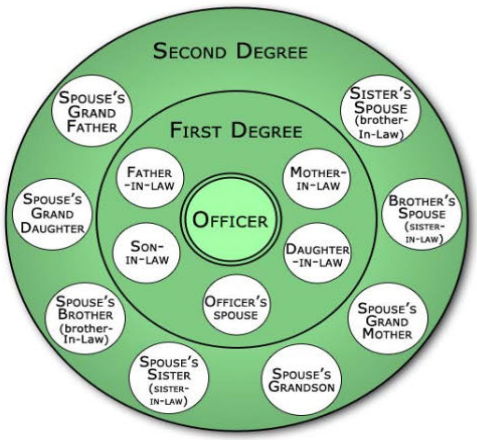
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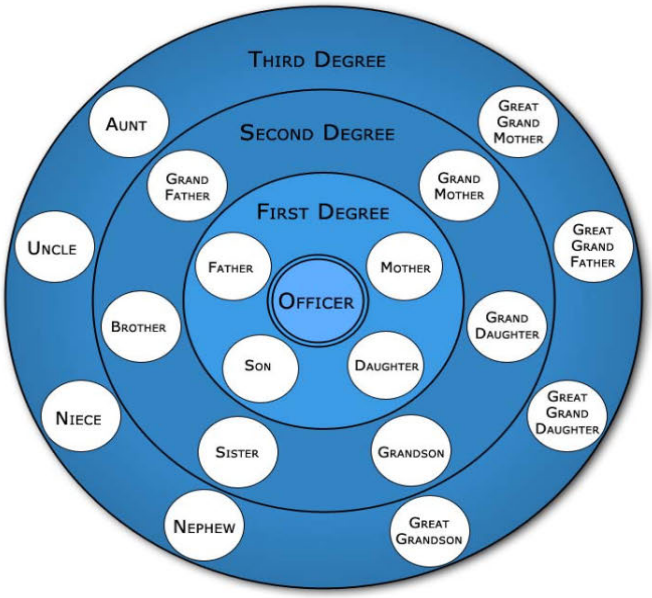
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 – .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

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EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

□ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Arcadia Schools Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Arcadia Schools Ethics, Conflict of Interest and Nepotism Policy.

_____

_____

_____

_____

_____

□ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Arcadia Schools Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Arcadia Schools Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Arcadia Schools Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

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Board Member Résumés and Disclosure Affidavits

For each member of the proposed school's governing board, provide a résumé and a notarized Board Member Disclosure Affidavit. See next page.

All prompts and response boxes must be completed on the affidavit.

Applicants must ensure that each board member individually provides her/his own personal response as substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may cause an application to be removed from consideration.

FREDDY GONZALEZ

[redacted]

EDUCATION

Brown University, *Bachelor of Arts* — **Providence, RI**
New York University—Steinhardt School of Education, *Master of Arts* — **New York, NY**

EXPERIENCE

FG3 Consulting, LLC — **Austin, TX**
Founder — *July 2024 – Present*

FG3 Consulting helps schools and education organizations improve so students can succeed and lead lives of choice. We work side-by-side with K-12 schools and districts to make significant annual gains in student academic outcomes and experiences. Based on the needs of the school, the human-centered and strengths-based support provided can include executive coaching, strategic planning, and professional learning on topics such as instructional leadership, organizational culture, teambuilding, talent development, systems leadership, and initiative implementation.

Transcend — **Remotely from Austin, TX**
Head of Transcend Institute — *February 2023 – August 2024*

Roles & Responsibilities

- Establish vision and strategy for Transcend Institute, a learning platform for non-Transcend partners to lead community-based design journeys
- Manage and build capacity of a 6-person team to lead the development of internal teammates, external partners (including school leaders and superintendents), and all operations for virtual and in-person events
- Lead collaborative process to agree on a Learning Management System for whole organization
- Serve as a senior leader on the Transcend team and partner with teams to ensure alignment and leverage collective strengths
- Build tools and resources to measure the value and impact of efforts

Team Results

- Launched virtual and in-person programming on launching and sustaining local, community-driven design journeys and consistently had 90%+ participants indicate it was effective and they would use the knowledge in their work
- Piloted new evaluation system to determine short, medium, and long-term effectiveness and impact of programming.
- Ran inclusive progress to select a Learning Management System where 100% of teammates agreed they were heard and had the information they needed to make a recommendation

KIPP Foundation — **Remotely from Austin, TX**
Chief Academic & Talent Systems Officer — *April 2020 – November 2022*
Chief Learning Officer — *June 2014—April 2020*

Roles & Responsibilities

- Set strategic direction for Academics and Talent Team consisting of 40 teammates with expertise in academics, talent development, program evaluation, event design, and operations. Team focused on the development of teachers and leaders across 270 KIPP schools across the country with 120,000 students—95% Black or Latino. Our goals included increasing leader effectiveness, teacher skill, and student outcomes. We established best-in-class talent practices to attract, select, develop, and retain high-performing teachers and instructional leaders.
- Manage and develop a senior leadership team that supports groups of leaders across functions
- Deeply partner with KIPP regions and regional leaders to achieve their stated short- and long-term goals
- Active member of the KIPP Foundation Senior Leadership Team, where we provide input on strategic direction and support the development of a healthy and thriving organization
- Recruit, hire, and retain a diverse, inclusive, and effective team focused on developing joyful, identity-affirming, academically excellent schools and regions

Team Results

- Helped open nearly 100 KIPP schools and grow from 60,000 to 120,000+ students—95% identify as Black or Latino, 88% qualify for federal free or reduced price lunch, 12% receive Special Education services, and 18% are designated English Language Learners
- Evolved leadership development programs with a focus on a diverse leader pipeline and in-region development

- Launched early literacy initiative to support students learn to read using science of reading research
- Supported the development of over 1,100 KIPP leaders via KIPP School Leadership Programs (KSLP) cohorts and leadership coaching—teacher leaders, assistant principals, principals, and regional leaders—with an annual effectiveness rating of 90+% or higher
- Launched programming in 100% of KSLP cohorts for senior leaders
- Cut principal time on operational tasks in half by researching, publishing, and teaching our Leading for Learning work, which emphasizes a school leader's role is 75% instructional leadership (and increased percent of schools with Director of Operations from 32% to 73% in 3 years)
- Published high-quality, aligned literacy curriculum used by 88% of KIPP regions
- Supported kids across the country through sharing of KIPP's literacy curriculum and leadership development practices, which are impacting over 9 million students
- Reduced budget by over $2.5 million while continuing to achieve strong results
- 4.41 average score (out of 5) on manager survey, with the goal of measuring manager effectiveness

KIPP Austin College Prep (KACP) — **Austin, TX**

Principal — *June 2007 – June 2014*

Teacher: 8th grade ELA, 8th grade social studies, 7th grade writing — *June 2005 – June 2007*

Roles & Responsibilities

- Led day-to-day operations, instruction, and academic achievement for over 400 students in 5th-8th grades
- Developed assistant principals, grade level chairs, teachers, and staff via a cycle of professional development, weekly meetings, observations, and continuous feedback
- Set and managed annual schoolwide priorities based on student data, staff surveys, and family feedback
- Created and maintained a consistent, joyful, and rigorous schoolwide culture
- Recruited, hired, and retained team of diverse and highly effective teachers
- Used quarterly interim assessment and MAP to drive instructional priorities and decisions across campus

Team Results

- Led school to earn Recognized or Exemplary ratings from 2008-2012. In 2013, KACP met state standards and earned distinction in all possible categories (Achievement in Reading/ELA, Achievement in Math, and Top 25% Student Progress)
- In 2013, KACP was named the #2 school in Greater Austin and #18 school in state of Texas by Children At-Risk based on indicators measuring achievement including student performance on state assessments, attendance rates, and other data
- Helped decrease student attrition from over 21% in 2007 to less than 8%
- In 2013, met all NWEA Measures of Academic Progress (MAP) goals set for the year
- Each year, student attendance rates ranged from 98.3% - 98.6%
- Results as a teacher: (1) Led 100% of students to meet the state standard in reading, social studies, and writing each year; (2) On SAT-10 Language Usage, led students from 71st percentile to 79th percentile in 2006 and from 72nd percentile to 78th percentile in 2007; (3) On SAT-10 overall reading, led students from 63rd percentile to 72nd percentile in 2006 and from 60th percentile to 74th percentile in 2007 in overall reading

OTHER

- Board Member: EdFuel, National Fellowship for Black and Latino Male Educators, KIPP Michigan
- Pahara Cohort 44
- Spanish Proficient

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Arcadia High School**

Name of Sponsoring Entity: **Arcadia Schools**

Contact Information

Full Legal Name: **Federico Gonzalez**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I've been an educator for over 20 years. I worked as a teacher, principal, system leader, coach, and consultant. I am currently and education consultant but prior to that I was the Head of Institute at Transcend, where I led the development of education innovators across the country. Prior to that work, I spent over 17 years at KIPP Public Schools. As the Chief Academic and Talent Systems Officer, I helped open 100+ new schools, supported the development of 1,100+ leaders, and launched several academic priorities. During each of my seven years as a principal in Texas, the school earned "Recognized" or "Exemplary" accountability ratings from the state. I will bring experience supporting leaders open new schools and being able to lead schools that support students thrive.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

Yes. I am on the Board of EdFuel (since 2020), National Fellowship for Black and Latino Male Educators (since 2021), KIPP Michigan (since 2022).

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No.

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

Yes, I work as a contractor with School Empowerment Network (SEN), and SEN will be providing free services to support the launch of the school. Those services will likely includes things such as executive coaching, academic/instructional planning, budgetary guidance, etc.

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No.

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No.

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 within 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? If yes, describe the precise nature of the relationship.

No.

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No.

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No.

Certification

I, FEDERICO GONZALEZ, 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 (blue ink) _____

Date 12/16/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Travis

On this day, Federico Gonzalez III

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of December, 2024.

(Notary Public) _____

My commission expires 05/31/2026

ASHLEY JULES ALCINDOR
Notary Public, State of Texas
Comm. Expires 05-31-2026
Notary ID 131588968

Eduardo Contreras
65 Clifton Pl. Brooklyn, NY 11238 [redacted]
eduardo.contreras@aya.yale.edu

Education

Yale University
Master of Business Administration (MBA)

Tecnológico de Monterrey
Bachelor of Science in Industrial Engineering

Professional Experience

2015 – Today **School Empowerment Network (SEN)** **New York, NY**
Chief Operating Officer
SEN empowers local leaders to create high-performing schools centered around proven design principles, rigorous and engaging instruction, and caring relationships between students and staff.

- Developed and implemented financial and HR management systems to support SEN's growth from a single project to a multistate operation.
- Built and organized outsourced business teams while scaling operational procedures and internal controls.
- Leads SEN's financial management strategy, balancing impact and financial sustainability.
- Directed financial planning for two NYC charter schools launched in 2017 and 2018.

2009 – 2015 **New York City Department of Education** **New York, NY**

2011-2015 **Chief Operating Officer, Division of Portfolio Planning**

- Managed a divisional budget of $1B, overseeing Finance, Talent, Procurement, and Special Projects teams.
- Advised on policies and initiatives as a member of the Deputy Chancellor's cabinet.
- Provided strategic budgeting and staffing guidance to principals of new schools.
- Designed and implemented staff feedback cycles and performance evaluations.
- Supported data-driven decision-making and strategic planning for new school development and charter school funding.

2011-2012 **Deputy Chief Operating Officer, Division of Portfolio Planning**

2009-2011 **Director of Operations/Chief of Staff, Office of Curriculum and Professional Development**

2008 **The Boston Consulting Group** **São Paulo, Brazil and Guadalajara, Mexico**
Consultant

- Created revenue projection models for major investment banks.

2003 – 2007 **Monterrey Tech University** **Monterrey, Mexico**
Internal Consultant and Planning Director

- Led task forces to enhance institutional efficiency, modernizing curriculum and operations, increasing profits from 11% to 18% in two years.
- Liaised between the CFO's Office and Regional Administrative Offices to coordinate strategic planning and improvement projects.

2002 - 2003 **The Gillette Company** **Naucalpan, Mexico**
Logistics Manager

Volunteer Work and Additional Information

- CrossFit Level 1 Coach (2022-2024)
- Mentor, Young Professional Mentorship Program (2014–2017)
- Algebra/SAT Tutor, Achievement First Brooklyn High School (2010–2012)
- Planning Associate, First Community Bank of New Haven (2009–2010)
- Consultant, New Sector Alliance (2008–2009)

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Arcadia High School**

Name of Sponsoring Entity: **Arcadia Schools**

Contact Information

Full Legal Name: **Eduardo Alfredo Contreras Gonzalez**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: **eduardo@schoolempowermentnetwork.org**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

As a prospective founding board member of Arcadia High School, I bring over two decades of expertise in education leadership, finance, and strategic planning. As Chief Operating Officer at School Empowerment Network (SEN), I developed financial and HR systems to scale operations across multiple states and led financial planning for two successful charter school launches in New York City, equipping me with firsthand experience in school design, budget management, and regulatory compliance.

Previously, as Chief Operating Officer for the NYC Department of Education's Division of Portfolio Planning, I managed a $1 billion budget, oversaw finance and talent teams, and supported the launch of new schools. My background advising principals, implementing performance systems, and leveraging data ensures I understand the operational challenges and opportunities for new schools.

With an MBA from Yale and a Bachelor's in Industrial Engineering from Tecnológico de Monterrey, coupled with a history of mentoring and tutoring, I am well-prepared to help Arcadia High School achieve operational excellence, strong leadership, and sustainable growth.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

Yes, I have served on the board of School Empowerment Network (SEN), a 501(c)(3) nonprofit organization, since 2015. From 2015 to the summer of 2024, I held the role of Board Treasurer, overseeing the organization's financial strategy and sustainability during its growth into a multistate operation supporting high-performing schools.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

Yes, I work full-time with School Empowerment Network (SEN), and SEN will be providing pro bono services to the proposed charter school. These services include, but are not limited to, executive coaching, academic and instructional planning, and budgetary guidance, to support the school's successful launch and operations.

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Eduardo A. Contreras Gonzalez, 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 (blue ink) Eduardo Alfredo Contreras Gonzalez

Date 12/16/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Tarrant

On this day, Eduardo Alfredo Contreras Gonzalez

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 16th day of December, 2024.

(Notary Public) _____
Notary Public, State of Texas

My commission expires 01/24/2028

Electronically signed and notarized online using the Proof platform.

NOTARY PUBLIC STATE OF TEXAS

Shannon Johnson

ID NUMBER
134729043
COMMISSION EXPIRES
January 24, 2028

Alexander Shub

PROFESSIONAL EXPERIENCE

Founder and Chief Executive Officer **August 2015 - present**
School Empowerment Network (SEN)

Founded a national non-profit organization whose mission is to create transformational schools in which students are treasured, challenged, and inspired. SEN supports educational leaders in developing a vision for their school communities, creating plans grounded in their school community's reality, and providing support to those schools to ensure positive outcomes for ALL students.

SEN provides five foundational services for state agencies, school districts, and individual school leaders: Leadership Development; Culture Coaching; New School Design; School Quality Reviews; and Executive Coaching. Each service can be used in isolation. However, when these supports are combined, SEN and our partners create transformational districts that impactfully improve outcomes for the most marginalized students. Since its launch in 2015, SEN has partnered with over 25 districts across 7 states, impacting the school experience of more than 100,000 students. Select results:

Improving Academic Outcomes
Since 2021, the Pathways to Leadership Program (PLP) has driven progress in the Springfield Empowerment Zone (SEZP). Schools in the program for 2+ years saw NWEA math gains 36% higher and ELA gains 39% higher than the SEZP average, while 3-year schools achieved math gains 80% higher and nearly triple the ELA gains. In Texas, 63% of schools led by SEN School Design Fellowship graduates outperformed non-SEN-supported Title 1 schools in math, with 27 leaders engaged in new school design for 2024-2025.

Building Positive School Cultures
SEN's culturally-responsive coaching has transformed school environments, fostering a culture where every student is valued and supported. In Southbridge, Massachusetts, SEN's coaching led to a 10% increase in staff satisfaction and a 71% reduction in suspensions at West Street Elementary, as well as a 9% rise in student satisfaction at Southbridge Middle School.

Strengthening & Diversifying School Leadership
The Pathways to Leadership Program in Springfield, Massachusetts, has made substantial progress in increasing the representation of leaders of color in school leadership roles. The proportion of assistant and associate principal positions held by leaders of color has grown significantly, rising from 43% to 65%.

Evaluating Impact and Growth
During the 2023-2024 school year, SEN conducted 126 quality reviews across 100 schools. An overwhelming 95% of school leaders found the recommendations clear and actionable for developing strategic plans and setting annual goals. For many schools, these reviews served as a valuable starting point for deeper collaboration with an SEN coach.

Executive Director, New Leadership Ventures **May 2014 – July 2015**
TNTP

Responsible for the development and implementation of the PLUS Accelerated Principal Program intended to help districts improve their leadership pipeline and principal performance with candidates from within their existing staff. TNTP staff develop and implement the program in tandem with district staff in initial years and transition control of the program to the district over time.

Executive Director, Office of New Schools **July 2010 – April 2014**
Division of Portfolio Planning, New York City Department of Education

Responsible for the recruitment, selection and development of all new district school principals for New York City. Revitalized all aspects of the process resulting in an increase in the number and quality of applicants and an improvement in the depth and quality of preparatory support resulting in an annual increase in the quality of new district schools opened.

- Opened 133 district schools at ES, MS, Secondary (6-12) and HS levels which will serve upwards of 60,000 students when at scale
- Developed disbursement plan and oversight for over $50 million dollars of grant money to schools and partnering organizations in support of new school development and implementation.
- Developed the *Mentoring Excellence* initiative to increase the pipeline of quality candidates and to develop a culture of leadership development in high quality schools.
- Managed a team of 14 full-time employees, and 8 part-time employees, in the areas of Recruitment & Selection, Community Engagement, Leader Preparation, and Post-Opening Support:

Recruitment & Selection

Conducting annual spring and fall new leader selection processes. Quality of school plan and leadership capacity assessed through iterative process using the Office of New Schools Leadership Competencies.

Community Engagement

Introducing proposed leaders to community stake holders such as superintendents, elected officials, community organizations, prospective parents in order to foster collaborative relationships that allow for community input into school design**.**

Leader Preparation

Facilitating full-time program for proposed new leaders running the spring semester before school opening. Curriculum written and implemented by Office of New School staff.

Post-Opening Support

Utilizing monthly contact with all schools opened to help ensure implementation plans are being realized with fidelity and all students in new schools are experiencing a high quality educational experience.

Founding Principal, NYCDOE **April 2004 – June 2010**
Essex Street Academy, New York City

- Wrote original school proposal, managed proposal team through application process, identified and hired staff, developed and implemented the mission of the school.
- School performed consistently in the Top 10% of progress report scores city wide

Assistant Principal – Organization, NYCDOE **September 2001 – March 2004**
Institute for Collaborative Education, New York City

Teacher, NYCDOE **September 1996 – August 2001**
Institute for Collaborative Education, New York City

EDUCATION

Advanced Leadership Institute, Baruch College, CUNY & NYCDOE

School District Leadership certification June 2014

Teachers College, Columbia University

Masters Degree in Educational Administration awarded August 2001

Brown University

Bachelors Degree in History awarded May 1996

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Arcadia High School

Name of Sponsoring Entity: Arcadia Schools

Contact Information

Full Legal Name: Alexander Shub

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: alex.shub@schoolempowermentnetwork.org

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

18 years working in High schools as a teacher, assistant principal and founding principal of a new HS provide lots of relevent experience to help guide the instructional and youth development programs at Arcadia High School.
Training of over 150 school principals provides insight and experiece into critical leadership competencies and specific strategies to help Arcadia's school leaders bring the desired school vision to life.
Leadership of school teams, and exectuvie team in the NYCDOE, and of a non-profit provide experience in effectively managing teams of adults to get the best possible results. This is relevent to management wihtin Arcadia's central leadership team as well as at the school level

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

Yes. I currently serve on the board for School Empowerment Network (SEN), a national educational non-profit and have done so since July of 2015.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

Yes, I am the founder and work full time for the School Empowerment Network (SEN), and SEN will be providing pro-bono services, including but not limited to, executive coaching, academic and instructional planning, budgetary guidance, and addtional support to the Arcadia team as needed.

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Alexander Shub, 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 (blue ink) Alexander Shub

Date 12/17/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Harris

On this day, 17th December 2024

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 17th day of December, 2024.

(Notary Public)

My commission expires 08/29/2028

NOTARY PUBLIC STATE OF TEXAS

Victor Gabriel Duarte

ID NUMBER
135067736
COMMISSION EXPIRES
August 29, 2028

Electronically signed and notarized online using the Proof platform.

Ken Goeddeke

[redacted]

Experience

July 2022 - PRESENT

Katalyst Group Educational Consulting - *Founder*

- Conduct School Quality Reviews as a Lead Reviewer for a national, public education, non-profit. Schools included first year, start up and fully grown schools.
- Support education strategy of a place-based, community non-profit through education initiatives including convening communities of practice, initiating partnerships, and creating innovative school supports such as a minority language translation corps.
- Coach and provide support to the Georgia Partnership of Education Excellence in Education as they move their Rural Learning Network to a community of practice model.
- Provide technical assistance to large, high performing CMO in leadership development, strategy support, and school leader manager coaching.

Feb 2010 - June 2022

KIPP Texas, Houston - *Head of Schools*

Served on the Executive Team as the organization grew from 13 schools (~4,500 students) to 35 schools (~16,00 students) and involved in most all cross functional decisions and priorities including allocation of over $100,000,000 budget.
Served as School Leader Manager of 3 National Blue Ribbon Schools (KIPP SHARP, KIPP SHINE, and KIPP Houston HS).
Launched 8 new schools as School Leader Manager during the growth phase including the highest performing school in KIPP Texas as well as all schools rated A/B on the Texas Accountability System.
Coached, managed, and developed several school leaders to school leader manager positions.
Managed the KIPP Houston, KIPP Through College Team, which is the largest in the KIPP Network.
Founding member of the Spring Branch-KIPP-YES Prep (SKY) Partnership Steering Committee as we developed a KIPP school within a public school district and partnership with another high performing CMO.
Served on the Steering Committee of Teacher Pathway Development and Compensation Program that codified teacher Rubric.
Instructional Power Moves trained via KIPP School Leadership Program and Relay Graduate School of Education.

2002 - 2010

Southwest Schools, Houston, TX - *Chief Academic & Operations Officer/Principal*

- Led all curriculum and instruction programs as well as manage all school leaders during expansion from one high school to adding a middle school, two elementary schools, and expanded educational services to youth residential treatment programs.
- Piloted innovative CTE program with *GenesysWorks* which ultimately expanded across the country and recognized by Forbes Magazine (Impact 30)
- Created a college prep (AVID) program and increased college matriculation by over 50%.

1993-2001

Houston Independent School District, Houston, TX - *Teacher, Asst Principal, Principal*

- As Principal, led Hamilton MS to Recognized rating and improvement in all subject areas on state assessment.
- Led comprehensive, high school reform effort creating small learning communities and increased graduation rates with partnership with Project GRAD.
- Selected co-teacher of the year (1996) as a middle school teacher in a specialized program for students that were over 2 grade levels behind.

Education

1997 - 1999

University of Houston, Houston, TX - *M.Ed. in Educational Leadership*

1987 - 1992

Central Michigan University, Mt. Pleasant, MI - *B.S. in History/Secondary Education*

Michigan Competitive Scholar

Other Experience

Rice University, Leadership Coach, Rice Educational Entrepreneur Program

American Leadership Forum Fellow, Education Class 3

KIPP Foundation, National Fisher Fellow Selection Committee

Houston Annenberg Challenge, Leadership Coach

Association of Hispanic School Administrators (Houston), Assistant Principal of the Year

Volunteer Services

Houston Welcomes Refugees, Welcome Team Leader
MAIA Impact School, Solola, Guatemala
Guadalupe Center Food Pantry, Catholic Charities (Houston, TX)

References

Sehba Ali, CEO KIPP Texas Public Schools
Sehba.Ali@kipptexas.org (832)372-4617
Terrance Johnson, CEO Caliber Public Schools, Oakland CA
terence@caliberschools.org (901)826-3484

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Arcadia High School

Name of Sponsoring Entity: Arcadia Schools

Contact Information

Full Legal Name: Kenneth G. Goeddeke

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school. Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

As a thirty year veteran of working in public schools as a teacher, principal, and district leader, as well as my consulting work of providing school quality reviews, I have experience in helping schools launch and sustain effectively. During my sixteen years as a principal manager and district leader, I assisted in the opening of ten schools so I have expertise in preparing schools to go from concept to launch. As part of my consulting work, In the past three years, I have conducted approximately thirty school quality reviews of TEA schools that were opened through the School Action Fund.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.
No, I do not seek future employment with the school

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).
No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable

business/organizations.
Yes, I contract with the School Empowerment Network (SEN), and SEN will be providing free services, including but not limited to, executive coaching, academic/instructional planning, budget guidance, etc.

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.
No, I am not affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

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 within 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? If yes, describe the precise nature of the relationship.
No, I do not have a relative with the third degree of consanguinity or within the third degree of affinity affiliated with the charter school in any way.

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.
No, I have no relative within the third degree of consanguinity or affinity employed by or receive any compensation or remuneration from any entity associated with the charter school.

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.
No, I have not been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC, or an offense listied in Article 62.01(5) Code of Criminal Procedure.

I, Kenneth G. Goeddeke, 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 Kenneth Gerard Goeddeke
(blue ink)

Date 12/18/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Williamson

On this day, Kenneth Gerard Goeddeke

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 18th day of December, 2024.

(Notary Public) Paul Anthony Leamon

My commission expires 01/30/2027

NOTARY PUBLIC STATE OF TEXAS

Paul Anthony Leamon

ID NUMBER
134174506
COMMISSION EXPIRES
January 30, 2027

Electronically signed and notarized online using the Proof platform.

ALLEN ANDERSON

[redacted]

EXECUTIVE PROFILE

Team-centered education leader with experience across all aspects of the education reform space. Skilled and passionate in the areas of people management & talent development, organizational effectiveness and systems, sales, instructional delivery, wrap-around services, and executive recruitment & selection.

PROFESSIONAL EXPERIENCE

Principal Impact Collaborative (PIC) | Dallas, TX

Chief Growth & Development Officer *May 2024-Present*

- Oversees all external affairs, strategic organizational growth and expansion, and development work to further the organization's mission. Leads the Revenue Team, Marketing/Communications Team, and Partnerships Teams.
- Designed framework, recruited, and selected PIC's first Board in order to receive strategic advice, guidance and mentorship from influential leaders across Dallas-Fort Worth
- Design and lead PIC's first Marketing & Communications strategy, resulting in a new quarterly newsletter, doubling the number of social media followers, a website redesign, and PIC's first ever annual report
- Diversified philanthropic funding streams through securing PIC's first ever individual donors, resulting in an additional 40k per year
- Doubled the number of principals in the PIC Principal Fellowship in one year, from 20 to 40, and increased the number of district partners by 50%

Pahara Institute | National

Vice President of Selection & Moderation May 2022 – April 2024

- Develops the vision and strategy for Pahara Fellowship selection and oversees the implementation of the vision across multiple stakeholder groups
- Builds national partnerships to deepen the organization's impact and engage a broader, more diverse group of leaders across the education reform landscape
- Supports the growing community of Pahara Fellows through career support, executive coaching and connecting senior leaders to professional opportunities
- Leads candidate identification and cultivation, oversees the candidate experience, leads strategic selection and cohort placement, and supports Fellow onboarding. Built a pipeline of 325 education executives and selected and placed 96 leaders across multiple lines of difference in 2022. Increased the pipeline to over 500 education executives in 2023, exceeding the target of 360 needed for cohort curation. Led the scaling of the Fellowship from three cohorts to seven cohorts of Fellows per year
- Leads the vision and execution of scaling systems, enabling the Pahara Fellowship to grow from three cohorts of Fellows to ten cohorts over the next five years
- Leads and oversees the Selection Team, a team of 15 individuals including Directors, Managers, Coordinators, and consultants

Education Opens Doors | Dallas, TX

Sr. Director of Impact & Culture September 2021 – May 2022

- Creates and implements a shared vision for organizational effectiveness, community engagement, and talent development, that drives overall strategy, planning and execution across the Leadership Team and People Department
- Manages the internal organizational practices at Education Opens Doors, including overseeing day to day functions and operations, advising the Senior Leadership Team, planning and facilitating leadership team and all-staff meetings, and serving as board liaison
- Serves as a direct and trusted advisor to the CEO, provides critical feedback around strategic initiatives and decisions, and holds self, CEO, and Leadership Team accountable to the execution of the strategic plan and organizational goals
- Oversees, manages, and inspires the People Department to build, monitor and sustain impactful systems that will allow staff to thrive in their roles and remain at EOD

Director of Partnerships April 2020 – September 2021

- Responsible for expanding community relations and school partnerships in order to increase Education Opens Doors' impact across the national education reform landscape. Successfully secured four new local partnerships and five partnerships in new states including MA, KY, CT, MT and Washington D.C., impacting 2,500 new students
- Created and implemented a shared sales & partnerships vision that drives overall strategy, planning and execution across the partnerships team. Brought in $700k+ in earned revenue for the 2020-2021 school year
- Operated as the external 'face of the organization' to sell Education Opens Doors' as the best-in-class college and career resource for middle school students at community forums, conferences, and with school and district leaders
- Heavily supported the fundraising and development team by securing large and small donor gifts in order to remove the barrier of cost for school districts interested in the Education Opens Doors curriculum. Participated in the grant-writing process on multiple occasions, resulting in new funding streams from several foundations. Responsible for securing $250k in philanthropic revenue across foundations and corporations across DFW
- Responsible for all people processes across the organization including employee engagement and relations, talent development, recruitment, selection, performance management
- Coached, developed and inspired both the partnerships team and talent teams at EOD

Uplift Education| Dallas, TX

Sr. Director of Talent Acquisition June 2017 – May 2020

- Led and oversaw the Uplift Talent Acquisition team, consisting of all recruitment, selection, substitute coordinators, talent pipelines, partnerships and associated functions and teams. Managed a team of 13 staff members
- Operated as the 'face of the organization' to sell Uplift as the premier charter school organization in DFW at conferences, educational events, and one-on-one meetings with interested partners, candidates, and other non-profits
- Oversaw and executed the full cycle of Executive, Managing Director, Principal and Assistant Principal recruitment & selection processes, and supported onboarding, mentorship and professional development of new school leaders, resulting in doubling the number of Latino school leaders at Uplift as well as 70% of new leaders hired in 19-20 identifying as people of color
- Led all sales cultivation and partnerships, and maintained close working relationships with all partners and stakeholders, resulting in five new key partnerships that have supported student and leader performance across Uplift
- Designed talent processes, practices and procedures to build into organizational systems, resulting in a Hiring Manager Toolkit that streamlined selection processes for 2,500 employees across the organization
- Utilized customer relationship management systems to analyze customer behavior, hiring data and new hire performance to drive process improvement and recruitment strategy
- Created and executed high quality professional development for aspiring school leaders in order to build stronger leader talent pipelines

Founding Middle School Principal | Uplift Grand Preparatory June 2014 -June 2017

- Partnered with stakeholders to implement a shared school vision across the student, staff and family community that resulted in the highest percentage of MAP growth in the district, top three state assessment performance across the district, and the highest staff culture in the district in the inaugural year
- Recruited all scholars, teachers, and leaders, with student enrollment quadrupling in size from 2014-2017
- Facilitated and led community partnerships and wrap-around services, creating daily opportunities for student enrichment, involvement and engagement every day after school
- Developed, monitored and maintained all school-wide systems, policies and procedures
- Provided instructional and leadership coaching to 34 teachers and 4 leaders to ensure performance and developmental goals are met, resulting in 9 teachers being promoted to assistant principal roles or CMO in 3 years
- Created and executed high quality professional development for staff and/or families three times per month

Middle School Dean of Instruction| Uplift Summit Preparatory June 2012- June 2014

- Accountable for the implementation of the International Baccalaureate program. Led campus to becoming International Baccalaureate authorized in April 2013
- Provided instructional coaching and leadership development to 15 teachers to ensure performance and developmental goals were met

4th Grade Teacher & 6th Grade Teacher | Uplift Summit Preparatory June 2009 – June 2011

- Served as 6th Grade Team Lead, middle school football coach, and Student Council Sponsor

Teach for America| Dallas Fort-Worth June 2011-June 2012

Manager, Teacher Leadership Development

- Managed, coached and developed a cohort of 35 new teachers into becoming transformational educators and leaders in their first year
- Interviewed and selected new Teach for America teachers

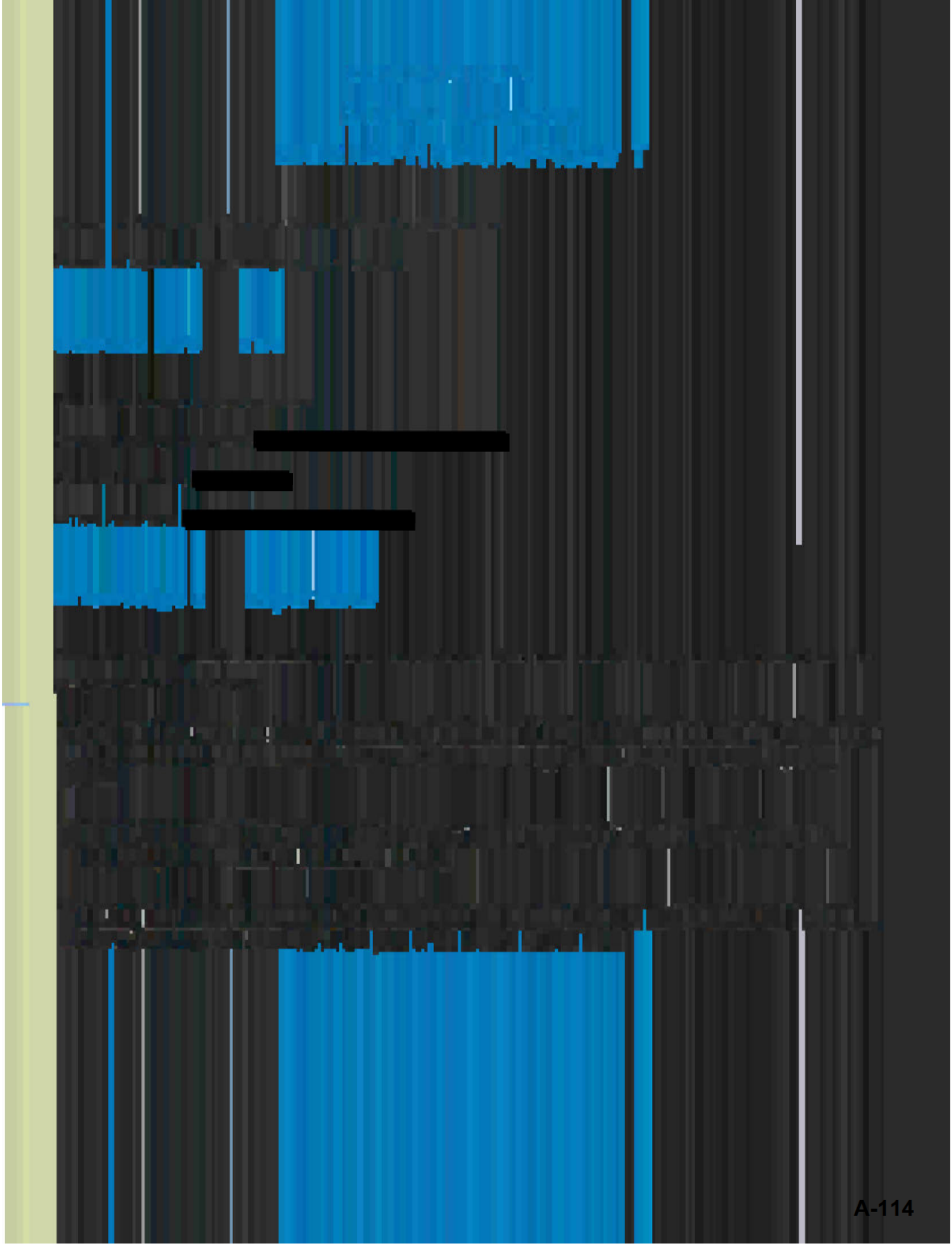
EDUCATION

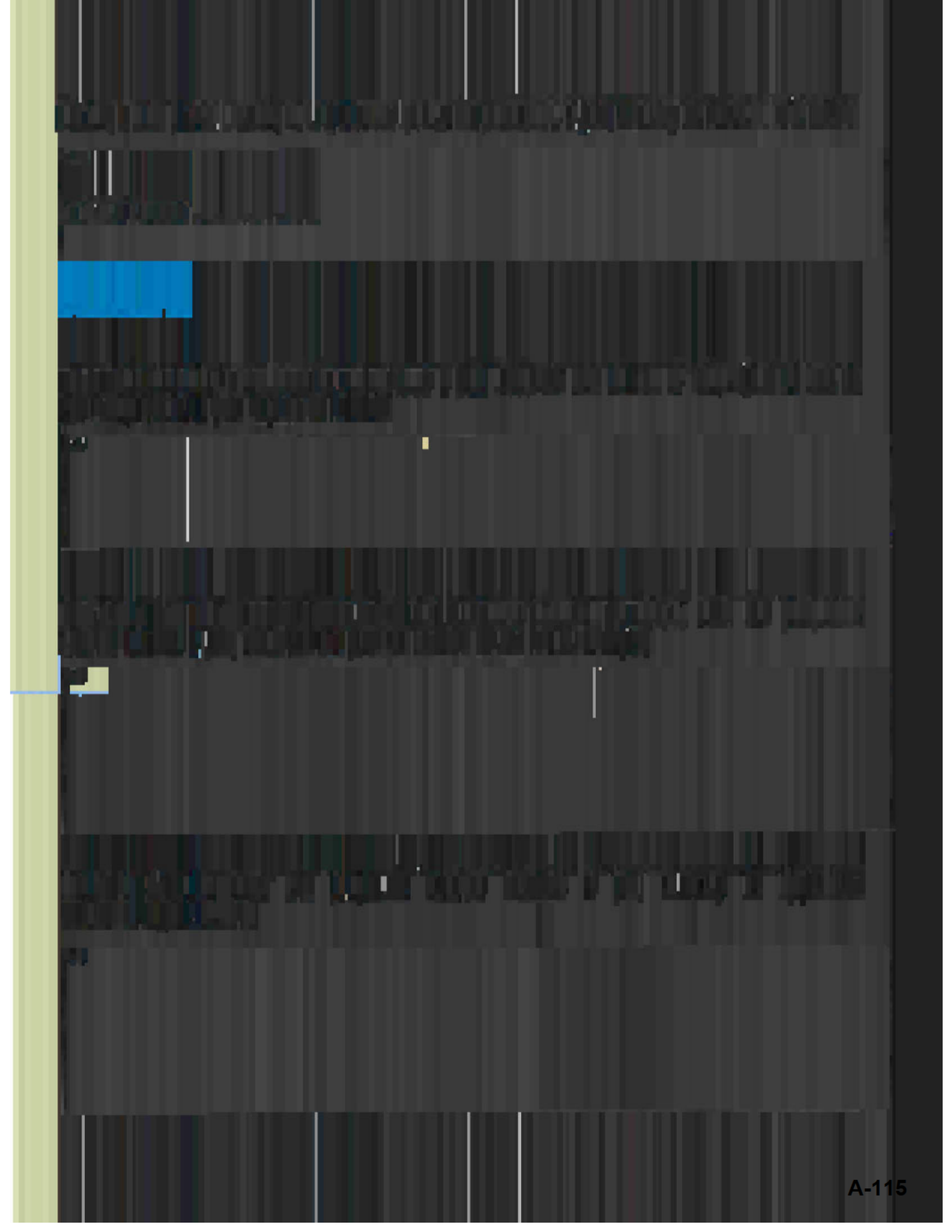
Southern Methodist University June 2013-May 2015
Master of Education in Ed Policy & Urban Leadership | Simmons School of Education

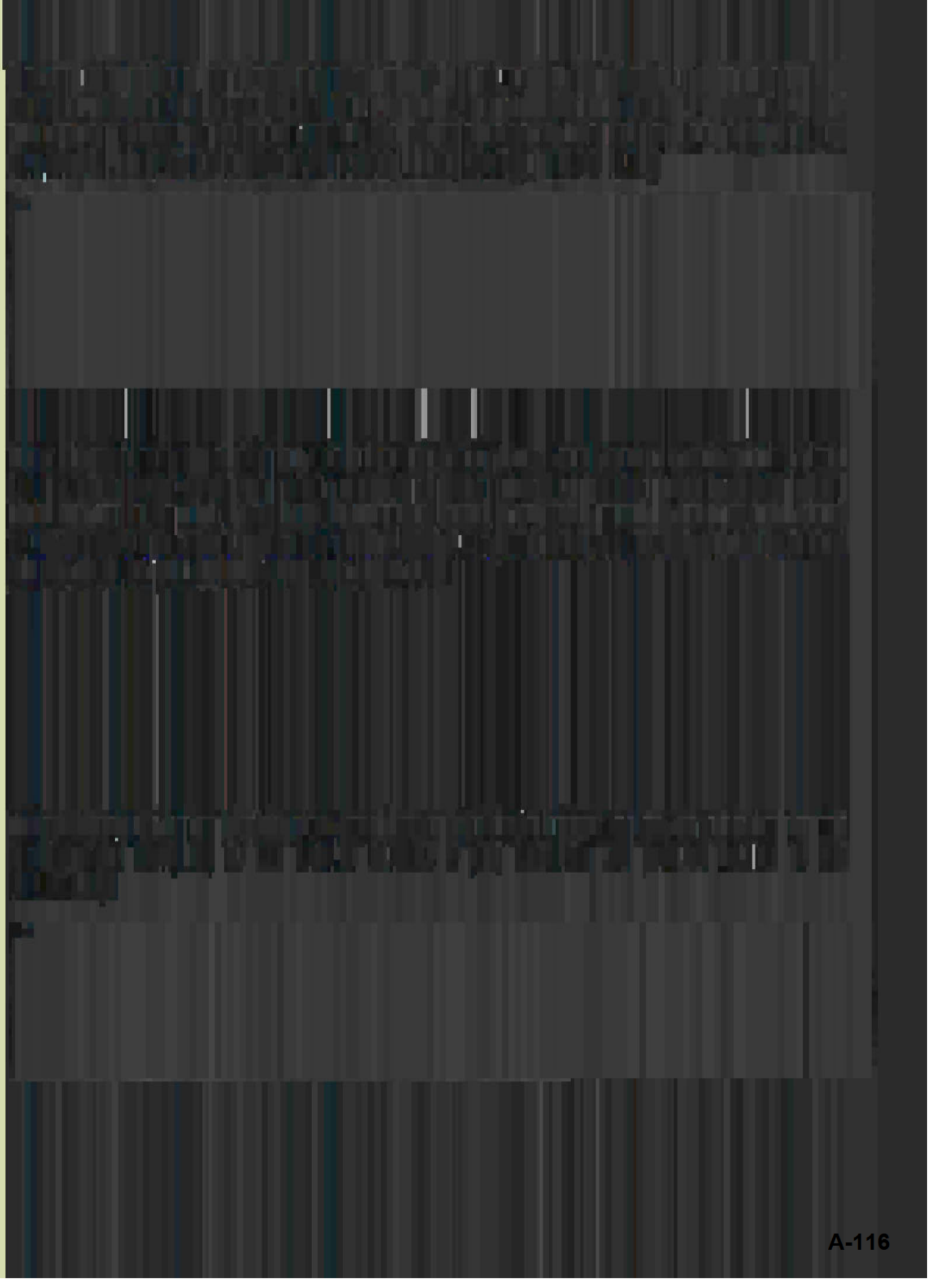
The University of Oklahoma August 2005- May 2009
Bachelor of Arts in Public Relations | Gaylord School of Journalism

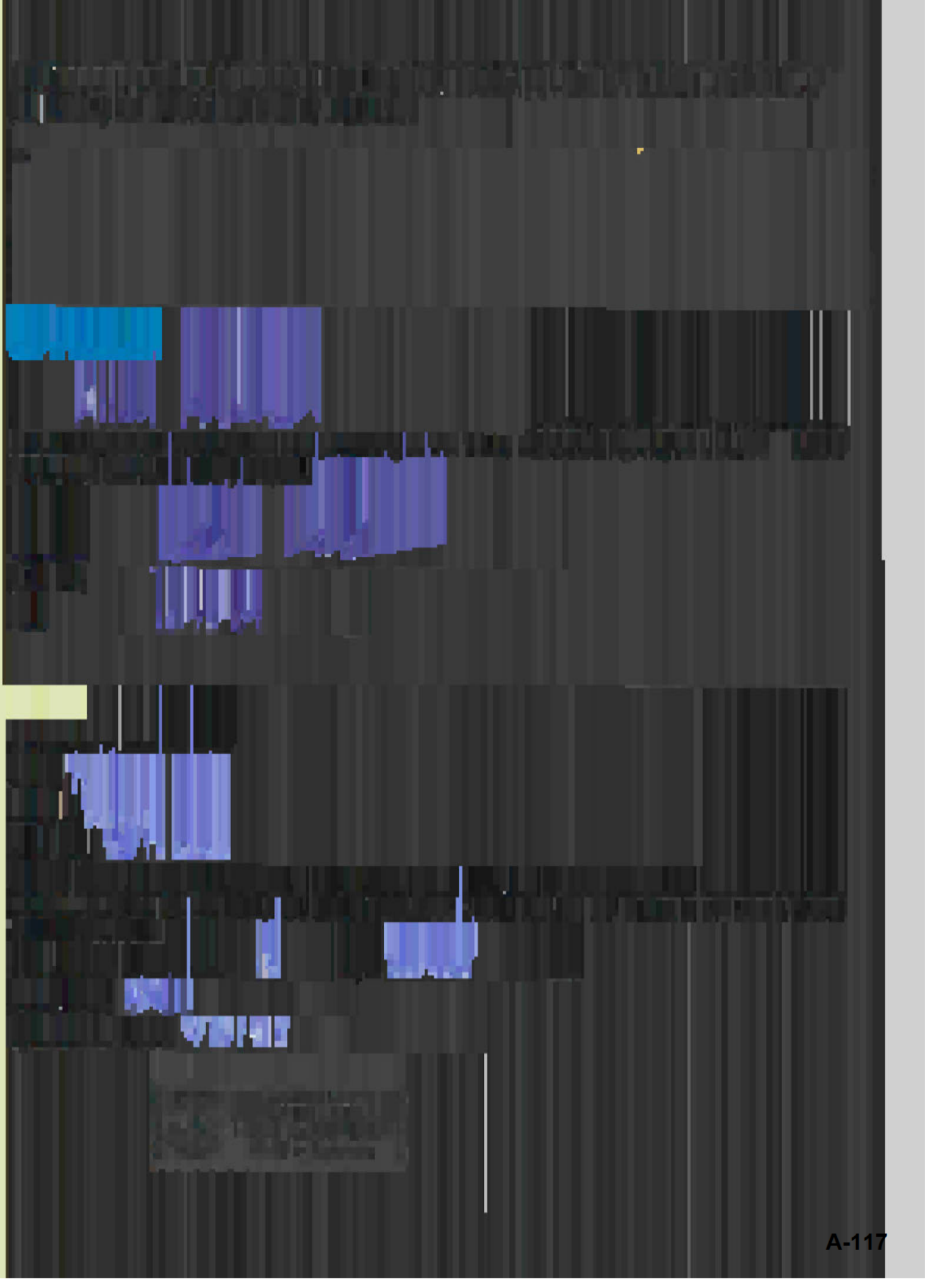
PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

- **Board Member, University of Oklahoma LGBTQ Alumni Society**
  - September 2024 – present
- **Board Secretary, SustainED Leaders Advisory Board** | SustainED Leaders, Dallas, TX
  - September 2021 – present
- **Board Chair, Teach for America DFW Alumni Board**| Teach for America Dallas-Fort Worth
  - May 2020 – September 2021
- **Member, Teach for America Regional Advisory Board**| Teach for America Dallas – Fort Worth
  - August 2020 – September 2021
- **Pahara Fellow** | Pahara Institute – Bailey, CO
  - Fall 2019 – Fall 2021 cohort
- **2019 Reality Revolve Leadership Fellow – Tel Aviv, Israel** | The Schusterman Foundation
- **2011 Teacher of the Year** | Uplift Summit International Preparatory, Arlington, TX









Ashleigh Fritz, MMgt

Transformational Education Leader

[redacted] Let's Connect

- School System Executive with two decades progressive experience founding and leading high performing teams and schools, designing innovative programs, and managing campus turnaround efforts.
- Most recently led YES Prep Public Schools' Principal Leadership Team as founding Deputy Chief Schools Officer; YES Prep is one of the oldest and highest performing charter networks in the nation.
- Managed a highly successful portfolio of YES Prep campuses as Head of Schools, retaining 100% of principals between 2019 – 2021 and driving dramatic school improvement initiatives.
- Member of the first class of Broad Masters Students at the Yale School of Management in 2023.

RELEVANT EXPERIENCE

Independent Consultant, NVIEW CONSULTING LLC **2024 – Present**

Providing districts with principal and principal supervisor coaching, campus observations, analysis, and district improvement planning.

YES PREP PUBLIC SCHOOLS, Houston, TX **2009 – 2024**

DEPUTY CHIEF SCHOOLS OFFICER, 2022 – 2024

HEAD OF SCHOOLS, 2019 – 2022

YES Prep is a network of schools in Houston, serving 18,000+ students, across more than 20 schools, with 1900 staff members, and an operating budget over $260 million dollars. As Deputy CSO, led, coached, and developed all Head of Schools. Previously managed a diverse portfolio of 6 schools in Head of Schools (HOS) capacity.

Strategic Leadership

- Co-spearheaded Southside's multi-year turnaround strategy, growing campus 1 letter grade in 2023-24.
- Served on the Board of Directors' Program Committee, contextualizing campus performance & strategy.
- Led system-level campus priority planning with senior leaders, developing strategic planning tools and facilitated quarterly meetings: 89.9% of YES schools earned A+B rating in 2022.
- Developed strategy for addressing gaps in school support, created system for categorizing schools as Priority or Focus Schools, set goals and codified supports, and progress monitored success.
- Provided critical crisis management following a traumatic campus event, taking over school leadership, community engagement, and system stabilization.
- Led YES Prep's first-ever Principal Leadership Team, developing the scope and sequence for development, and codifying meeting structures and communication cadence.

Instructional Leadership

- YES Prep achieved the greatest percentage of students earning on grade level (Meets+) on STAAR EOCs (23-24 SY) and the greatest STAAR growth (22-23 SY) compared to Houston schools with similar demographics.
- Positioned YES Prep Northline to move out of TEA's Comprehensive Needs Improvement status during the pandemic; the campus now performs within the first and second tier of YES Prep campuses.
- Coached first-year principal post-COVID, driving best-in-class student growth: 6% Domain I growth.
- Co-led district's COVID intervention strategy, ensuring students received targeted academic support.
- Coached and facilitated training for principal leaders in developing comprehensive coaching plans.
- Guided principal leaders in clarifying their on-campus strategies, leading to measurable improvements: STAAR EOC Meets+ increased 3% and only trailed SBISD for local ISDs and local CMOs.

Talent Leadership

- Retained 100% of principals from 2019-2021, the only HOS to achieve this during the pandemic.
- Developed and implemented the inaugural Principal Engagement Survey to assess and enhance principal satisfaction; met the ambitious goal of retaining or promoting 85% of principals within the district.
- Rebranded and optimized principal hiring, leading to stronger hires and improved school leadership.

SCHOOL DIRECTOR (PRINCIPAL), SOUTHSIDE & WEST CAMPUS, 2013 – 2019
8TH AND 9TH GRADE PRINCIPAL (ASSISTANT PRINCIPAL), WEST CAMPUS, 2011 – 2013
MS MATH TEACHER, 6TH GRADE LEVEL CHAIR, SUMMER SCHOOL PRINCIPAL, 2009 – 2011
Founded and led two campuses, Southside (2017 – 2019) and West (2011 – 2017), comprising up to 85 staff members and nearly 1,000 students. Managed operating budgets of ~$9M. Former teacher and team leader.

Strategic Leadership

- Rebranded the Southside campus vision and identity to align more closely with the YES Prep vision, including setting new behavioral and academic expectations.
- Successfully achieved the ambitious goal of positioning the Southside campus to shed Improvement Required School label by Texas Education Agency, moving from F (2017) to B (2019).
- Created and managed budgets of up to $8.8 million; campuses were consistently at or under budget.
- Achieved 92% average year-over-year student persistence as YES Prep West.

Instructional Leadership

- YES Prep Southside: Year 1 and 2 Turnaround Academic Results:
    - MS STAAR Performance: Increased from 49% (2017) to 65% (2018) to 72% (2019)
    - MS College Readiness: Increased from 7% (2017) to 16% (2018) to 28% (2019)
    - The Founding class grew 24.6% in Reading and 29.9% in Math.
- YES Prep West's Achievements:
    - 100% of graduating seniors in 2016 gained acceptance to a 4-year college/university, with 80% graduating with a GPA of 3.0 or higher and an average score of 22 on the ACT.
    - 80.2% of the class persisted throughout all four high school years.
    - 75.2% earned at least one qualifying score on an AP exam.
- Achieved above state average passing percentage in 100% of high school End of Course exams.
- Ranked #6 in the TEA list of top 25% schools closing Achievement Gaps in Texas in 2014.

Talent Leadership

- Led Southside through staffing downsize, retaining 98% of highly effective/effective staff members.
- Recruited 10+ highly effective YES Prep staff to transition to Southside and support turnaround efforts.
- Achieved the highest satisfaction rate of any full-grown YES Prep campus, per Gallup Q12 survey.
- Maintained one of the best staff retention rates in the system, year-over-year.

ADDITIONAL EXPERIENCE: PREVIOUS ROLES, CONSULTING, AND FELLOWSHIPS

Instructional Leadership Contractor, RELAY GSE — **2022 – Present**
Leverage Leadership Institute Fellow: Observation & Feedback (Gold Distinction), RELAY GSE — **2015 – 2016**
Middle School Teacher & Teach For America Corps Member, Alief Independent School District — **2007 – 2009**

NOTABLE RECOGNITIONS

Member and Graduate of the inaugural class of Broad Master Students, The Broad Center/Yale SOM — **2023**
Recipient of The Excellence in Education Award, The Goldin Foundation — **2011**
Chapter President, Delta Sigma Theta Sorority, Incorporated – Pi Kappa Chapter — **2006**

EDUCATION

Master of Management Studies, Public Education Management, Yale University, New Haven, CT
Bachelor of Arts in Economics, Denison University, Granville, OH

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Arcadia High School

Name of Sponsoring Entity: Arcadia Schools

Contact Information

Full Legal Name: Ashleigh Fritz

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

As an experience educational leader with a strong background in charter school management and turnaround efforts, I bring a wealth of knowledge and practical expertise to the board of Arcadia High School. My two decades of progressive experience in founding and leading high-performing teams and schools, designing innovative programs, and managing campus turnaround efforts position me uniquely to contribute to the board's strategic and operational goals.

Specific Knowledge and Experience:

- *Strategic Planning: Led system-level campus priority planning with senior leaders, developing strategic planning tools and facilitating quarterly meetings.*
- *Instructional Leadership: Led weekly classroom and leader observations with principals and principal supervisors to improve instructional outcomes in classrooms and in coaching sessions. Led the district's weekly data meetings initiative in partnership with Relay GSE.*
- *Talent Leadership: Led initiatives to recruit, retain, and develop staff members at all organizational levels.*
- *Budget Management: Managed operating budget of up to $9 million, consistently maintaining them at or under budget while driving significant school improvements.*

My extensive experience in educational leadership, strategic planning, instructional and talent leadership, and operational management equips me with the skills and knowledge to significantly contribute to the board. I am passionate about creating sustainable, high-impact educational environments that ensure systemically marginalized young people achieve outcomes that lead to fulfilling lives and flourishing communities.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

I have not served on a board of a district. During the Fall of 2023, I served on the Board of Directors' Program Committee (sub-committee) at YES Prep Public Schools. I contextualized campus performance and strategy, providing insights that informed board decisions and strategic directions.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Ashleigh Fritz, 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 Ashleigh Fritz
(blue ink)

Date 12/11/24

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Brazoria

On this day, Ashleigh Fritz

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 11 day of December 2024.

(Notary Public)

My commission expires 11/25/2026

JOSHUA SULTAN
Notary Public, State of Texas
Comm. Expires 11-25-2026
Notary ID 130037477

B R Y A N C O N T R E R A S

Executive and Strategic Leader: Pioneer in College Access programs | Founder of original KIPP College Counseling department and team | Education Technology Leader in Post-Secondary | Led one of the nation's largest free college and career planning platforms | Leader and Managing Director of a national virtual near peer college advising model

Kingwood, Texas 77339 • ([redacted] • linkedin.com/in/bcontra91

Strategic, Post-Secondary visionary with an extensive network that draws from 30 years of experience. An outcomes oriented leader with experiences in direct student services, strategic program design, coalition and partnership development, fundrasing and grant management, financial management, product development and management, nonprofit marketing and field engagement, and scaling growth. Recognized for a service oriented leadership style, a collaborative mindset, discerning approach, and exceptional ability to effectively convert challenges and obstacles into action plans and solutions. A successful manager and leader in the postsecondary community with executive experiences capable of enabling teams to pioneer bold new approaches to solve systemic issues that have manifested generational degree completion challenges and lack of representation in emerging industries in our nation.

PROFESSIONAL EXPERIENCE

***Matriculate**, Remote (Houston, TX) • Managing Director, Program Partnerships & Growth* *09/2023 – present*

Currently leading the program teams at Matriculate as the Managing Director of Program Partnerships and Growth. Matriculate is a free virtual near peer college advising program that empowers high achieving, low-income students to attend colleges where they will thrive. Manage a team of six Senior Directors and nineteen indirect reports. Lead strategy and implementation for student recruitment, college volunteers, college partners, program partners, and program operations. Annually, Matriculate serves ~ 6,000 high school students and ~ 2,000 college student volunteers across 60+ colleges. Develop and manage an annual department budget of ~ $1.7 million. Enabled automated systems for recruitment teams, forged seven new agreements with community-based organizations and education programs, revised student eligibility and partner criteria, and restructured the program team in preparation to serve twice as many high achieving, low-income high students per year by 2028.

- Ensure that the program serves the students that need Matriculate's services with the core of the mission.
- Introduced and integrated strategic approaches to existing recruitment plans for both high school students and college volunteers.
- Maintain Board relationships and serve as one of the primary liaisons with Bloomberg Philanthropy.
- Manage and lead a team of six Senior Directors and their nineteen direct reports to ensure all aspects of the program operates effectively.
- Collaborate with External Affairs team to develop grants for funding program elements.
- Member of Operations Committee team that leads Matriculate strategic planning and operations to ensure the organization meets annual goals and maintains a healthy culture.
- Identified, added, and managed strategic education relationships: AVID, ASCA, ACT, SCOIR, Schoolinks, Educate Texas, and NCCEP (GEAR UP).
- Manage college partnership relationships and maintain key points of contact to meet advising capacity needs.
- Represented Matriculate as the company's secondary thought leader at America's Promise Alliance, Gates Hybrid Post Secondary Summit, ASCA Conference, College Board Forum, NCAN, NCCEP (GEAR UP) and other major conferences.
- Managed the product requirements design process to automate workflows and introduce innovations to support program model.
- Set overall program goals and reengineering the current program design model.

***Encoura**, Remote (Houston, TX) • Vice President, myOptions Encourage* *09/2017 – 05/2023*

Served as the founding Vice President of Encoura's secondary education field engagement strategy built around myOptions Encourage, a free college and career planning program. Created a cross-functional team that developed an ecosystem of apps, web apps, and products to serve students and educators, managed strategic partnerships, developed and managed budget investments, and managed a team that designed resources (digital and hard copy) to enable student and educator adoption. Part of a team that led strategic efforts that onboarded ~ 1 million students to voluntarily join myOptions Encourage, ~ 30K educators to deploy and register for program, and engaged ~ 2,500 Superintendents to authorize the program in their school districts.

- Envisioned and integrated a strategic plan that included both educators and students with a legacy "student only" engagement model to continue to serve millions of students, thousands of secondary educators, and superintendents.
- Managed and led a team of five direct reports including senior level and program managers with an annual department budget of ~ $1.25 million.
- Key member of a leadership team that represented the myOptions Encourage strategic plan and vision to ACT which helped lead to their acquisition of Encoura in 2018. Helped Encoura attain record revenue levels annually for all 5 years under my leadership. Grew from ~ $17 million to ~ $65 million in revenue annually.
- Identified, added, and managed strategic education partnerships, AASA (The School Superintendents Association), ASCA (American School Counselor Association, SkillsUSA, ACT) to a family of twelve legacy education partnerships.
- Led Encoura's integration of myOptions Encourage and ACT secondary college and career planning programs.
- Represented Encoura as the company's secondary thought leader at ACT, ASCA, AASA, NACAC, NCAN, NPEA, and other major conferences / events.
- Led the launch of myOptions Encourage (a free college and career planning educator platform) in 2020.
- Managed the product requirements design process to develop myOptions Encourage product features.
- Co-led annual direct mail campaign that registered ~ 1 million students and 30K educators.

***KIPP Houston Public Schools**, Houston, TX • Executive Director, KIPP through College* *07/2006 - 08/2017*

Visionary leader at KIPP Houston Public Schools in two critical roles: served as the first Director of College Counseling at the nation's first KIPP High School and Executive Director of KIPP Houston's KIPP through College program, which became a model for other college access and college persistence leaders across the nation. Under my leadership at KIPP Houston Public Schools our KTC program reached a 55% a 6-year college completion rate (from 37%) and established a college counseling and college persistence model adopted by four feeder patterns serving more than 6K students, which continues to serve thousands of students today.

- Identified an emerging achievement gap (college completion) for students from marginalized communities based on my professional admissions experience at private university and constructed a strategic plan to help KIPP Houston High School prepare their founding Class of 2008.
- Served on the KIPP Houston One Team (Regional Senior Leader team) and contributed to strategic planning for the region.
- Developed a strategic vision and plan for KIPP Texas' KTC plan with an expected growth of 50-75% between 2010-2015 while maintaining college matriculation and persistence rates.
- Led, managed, and developed a team of eight mid-level managers who managed 3-5 direct reports each.
- Managed an annual regional department budget of ~ $2 million.
- Key national network leader in the establishment of KIPP Foundation's College Match methodology and KIPP Alumni services.
- Founder of the United for College Success coalition comprised of charter managing organizations, traditional school districts, and community-based organizations with the support of philanthropic support to address college persistence gaps, which combined served 20% of Texas' high school graduates.

- Co-architected the initial KIPP College Partner (UH) with KIPP Foundation and established twenty college partners in Texas.
- Envisioned a process to balance college lists while instituting a developmental approach to the college planning process for students and families.
- Created a school and region wide culture along with processes that enabled all faculty to support students in the college and career planning process.
- Employed a data driven approach in program management and student advising at KIPP Texas that still exists today.
- Incorporated technology and digital solutions to accelerate, scale college and career planning services.
- Designed a college and career planning high school curriculum to teach college knowledge, personal finance, and a counseling framework that included student identity and cultural assets.

***Immaculate Auto Sales**, Houston, TX • Family Business* *10/2003 - 06/2006*

My family established and launched a auto sales and mechanic business in 2001. By 2003 my father and uncle were in need of help and I was in a unique position to help maintain and develop the business. We reached a $2-3 million in annual revenue and established a successful operation that offered affordable cars / trucks in the community where I grew up.

- Managed sales, vehicles inventory, and operations of business.
- Managed an annual budget of ~ $3 million.
- Developed processes to manage a team of mechanics and mechanic shop.
- Targeted and purchased cars and trucks that added value to inventory.

***The Awty International School**, Houston, TX • Director of Admissions* *05/2003 - 10/2003*

Building on my higher education admissions experience I joined an independent school in Houston that had a vision to diversify its student body. This strategic plan spoke to me since I was a product of both public and an independent boarding school. With both my personal and professional admissions experience I developed a plan for the Awty International School to innovate its approaches in their admissions outreach and engagement plan.

- Identified new student opportunities and communities for Awty's Admissions team to develop and engage.
- Developed relationships with key middle schools, communities-based organizations, and charter programs in the Houston area.
- Developed business relationships with local industries to enable outreach efforts.
- Served on and advised the financial aid and scholarship committee.
- Managed an annual department budget of ~ $500,000.

***Houston Baptist University**, Houston, TX • Associate Director of Admissions* *03/1998 - 05/2003*

Towards the completion of my Master's degree I worked in the Office of Admissions at HBU. As I formed my own philosophy of education based on personal truths and secondary education research, I felt empowered to help first generation college bound students enroll in higher education. This role allowed me to build on my personal experience of discovery, mentorship, and encouragement when I applied to an independent boarding school. My professional career began as an Admissions Officer, and then grew into the Associate Director of Admissions role.

- Developed and managed an annual department budget of ~ $1.5 million.
- Led and managed the strategic plan for all admissions recruitment.
- Managed a staff of eleven.
- Personal management of a dedicated local, regional, and state-wide recruitment territory.
- Developed relationships with students, families, admissions professionals, high schools, and school counselors.
- Identified emerging markets to meet the needs of university's vision to diversify student body.
- Implemented an innovative CRM tool to target and convert student inquiries to student matriculants.

- Served on the university scholarship committee to review and determine student recipients.
- Managed a team of student admissions ambassadors and student admissions tele counselors.

EDUCATION

Master of Education • *Houston Baptist University, Houston, Texas*
1999

Bachelor of Science • *University of Houston, Houston, Texas*
1995

Phillips Exeter Academy
Class of 1991

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Arcadia High School**

Name of Sponsoring Entity: **Arcadia Schools**

Contact Information

Full Legal Name: **Bryan Contreras**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Strategic, Post-Secondary visionary with an extensive network that draws from 30 years of experience. An outcomes oriented leader with experiences in direct student services, strategic program design, coalition and partnership development, fundrasing and grant management, financial management, product development and management, nonprofit marketing and field engagement, and scaling growth. Recognized for a service oriented leadership style, a collaborative mindset, discerning approach, and exceptional abilty to effectively convert challenges and obstacles into action plans and solutions. A successful manager and leader in the postsecondary community with executive experiences capable of enabling teams to pioneer bold new approaches to solve systemic issues that have manifested generational degree completion challenges and lack of representation in emerging industries in our nation.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

No.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No.

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No.

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No.

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No.

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 within 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? If yes, describe the precise nature of the relationship.

No.

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No.

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No.

Certification

I, BRYAN CONTRERAS, 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 (blue ink) B Contr

Date 12/10/2024

FOR NOTARY PUBLIC USE ONLY

State of TEXAS

County of Harris

On this day, 10th December 2024

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 10th day of December, 2024.

(Notary Public) [signature]

My commission expires 09.22.2028

UMESH C. PATEL
Notary Public, State of Texas
Comm. Expires 09-22-2028
Notary ID 132688484

ANTHONY DELEON, M.ED

[redacted] ([redacted])

Anthony is a nineteen-year educator with a consistent record of improved outcomes. He is most passionate about developing and championing leaders and creating sustainable conditions for students and teachers to thrive.

SYSTEMS-LEVEL LEADERSHIP

Senior Director, School Culture **JULY 2024 – PRESENT**
KIPP Foundation

- Coach principals in four KIPP turnaround high schools to meet proficiency in seven critical culture routines and Arc of the Year indicators
- Design replicable systems and implementation tools to build school leader capacity and monitor progress towards improving student outcomes
- Collaborate with regional leaders to design quarterly school-based and regional K-12 action plans, viability studies, etc. (e.g. Superintendents, Managing Directors, principals)
- Advise the Teaching and Learning Team to determine required versus recommended implementation expectations across 270+ KIPP schools, including curricula and enabling systems

Director, HS History & Teacher Programming **OCT 2022 – JULY 2024**
KIPP Foundation

- Conceptualized and executed nationwide Humanities and STEM programming for teachers and instructional leaders (virtual and in-person), achieving 96%+ perceived effectiveness ratings
- Recruited, trained, managed a team of contracted curriculum writers and consultants to provide KIPP schools students access to high quality instructional materials (HQIM)
- Managed strategic allocation of $500,000+ programming budget (annually), including the design and oversight of passthrough funding to 49 high schools
- Created and implemented project monitoring systems to accurately measure progress towards goals, Participants' Learning, and impact on student learning based on Guskey's Evaluation Model
- Coached and influenced KIPP Texas State Academics leaders (Managing Director of Secondary Instruction and Sr. Director of Advanced Academics) in the transformation of regional teacher programming, which led to 21% increase in effectiveness and 43% increase in participant mastery
- Coached Assistant Principals in planning and execution of continuous improvement cycles, including how to scale schoolwide
- Direction-set and oversaw the Lived Curriculum workstream, providing tailored guidance to Principal Managers and developing a data-informed approach to site visits
- Created and pioneered the use of student-centered data tools to set precise, individualized goals
- Spearheaded transformation of biweekly calls to deepen learning, increase accountability, and make action-based connections across workstreams

Senior Director, Advanced Academics **JULY 2021 -OCT 2022**
KIPP Texas Public Schools, School Leadership State Team

- Influenced and deployed systems to monitor progress aligned to the 6-12 Arc of the Year
- Conceptualized and reimagined AP for All, launching the Advanced Academics for All statewide initiative, inclusive of Career & Technical Education, dual enrollment, PK-12 literacy, and disciplinary thinking.
- Assembled cross-functional teams to align on statewide initiatives, manage stakeholder relationships, and address challenges impacting 17 schools (grades 6-12)
- Designed and executed PLCs aligned to the Arc of the Year in support of Superintendents across Texas, Deputy Chiefs, and Principals

EDUCATION

University of Texas, Arlington
Master of Educational Leadership and Policy Studies, 2021

Marquette University
B.A. Political Science, 2006
Minors: Economics, History, Philosophy, Theology

EXECUTIVE EDUCATION

HTH Graduate School of Education
Improvement by Design Fellowship, 2023-2024

Rice University Business School
Certificate, Executive Education & Leadership, 2022

Southern Methodist University
Certificate, Global Education & Executive Leadership, 2013

CERTIFICATIONS

School Design, Culture, and Innovation
New Tech Network, 2012

Conflict Resolution, School-SPIRIT
U.S. Department of Justice, 2009

Social Studies 8-12
Texas Education Agency, Expires: 2029

- Coordinated site visits and collaborated with Superintendents and Regional Academics teams to identify successes and address barriers to achievement in grades 6-12
- Engaged key stakeholders and managed change to expand Advanced Placement and dual credit programming and enrollment; 92% of students were enrolled in at least one AP/IB course.
- Developed hiring systems for instructional leaders, managing two state-level Directors, co-managing 4 state-level Academic Specialists and 13 school-based Assistant Principals
- Led academics professional development aligned to the Arc of the Year for teachers and instructional leaders
- Managed AP Mentor external partnership, rated 98% effective by teachers and participating leaders

Curriculum Implementation Specialist & Humanities Lead **JULY 2018 – JUNE 2021**
KIPP Texas Public Schools, Teaching & Learning and School Leadership Teams

- Supported the Deputy Chief of School Leadership, Managing Director of High Schools, and Deputy Head of Schools (Houston) to align systems and processes across four Texas regions (e.g. transcript audits and error correction, instructional priorities, etc.)
- Designed and executed the Access and Achievement Professional Learning Community to develop AP Coordinators through aligned academic culture and digital testing practices
- Deployed and monitored statewide AP Coordination systems and increased the number of College Board accommodations submissions in Fall from 0% to 100%
- Spearheaded the first research-based K-12 KIPP Texas Social Studies Vision, built consensus among stakeholders across 4 regions, which led to the expansion of K-12 Social Studies
- Managed change to increase AP/IB enrollment from 45% in 2019 to 82% in 2021
- Partnered with IT to set direction and coordinate resources to deploy 1:1 technology across four regions to all KIPP Texas High School students and families
- Created data-driven rapid response resources and curriculum implementation plans that established priorities/direction for principals
- Coordinated regional content-agnostic site visits alongside Deputy Chiefs and Principals Managers, monitoring progress towards impact statements and action steps
- Pioneered quarterly teacher scoring days, with attention to scoring accuracy, to improve quality and timeliness of student feedback on writing tasks

SCHOOL-BASED INSTRUCTIONAL LEADERSHIP

AP of Adv. Academics and Department Chair **JULY 2013 – JUNE 2014; JULY 2016 – JUNE 2019**
KIPP Houston High School, KIPP Texas Public Schools

- Coached AP teachers (2018-2019), increasing the number of qualifying AP scores by 8% from 2018 to 2019, while doubling AP enrollment from 350 to 700
- Launched and advised the Restorative Council and implemented restorative practices to improve school culture, repair harm, and respond to most egregious incidents
- Designed and executed Content Team Meeting model focused on implementation disciplinary thinking and data-driven practices
- Conceptualized and managed external partnership, coaching a first-year teacher and Justice Gregg Costa (U.S. Fifth Circuit Court of Appeals) to prepare students for inaugural Mock Court
- Resigned and Coordinated AP for All Night (2018) to celebrate students, which led to an increase of 200+ attendees
- Executed effective data practices to improve outcomes, including achieving all-time high AP US History results in 2018 (50%)
    - Exceeded State and Global averages on 80% of indicators and achieved double-digit growth
    - 2018 KHHS students are the only cohort across the KIPP national network to demonstrate any growth upon transitioning from AP World History to AP US History

Teacher and Campus-Based Leadership Team Member **JULY 2014 – JUNE 2016**
Thurgood Marshall High School, Fort Bend ISD

- Engaged school and community stakeholders to address barriers to academic achievement (e.g. attendance) and increase opportunities for students
- Designed and executed student-focused AP Retreat with attention to culture of learning and historical reasoning, resulting in all-time high AP US History performance

Humanities and Math PBL Facilitator **JULY 2010 – JUNE 2013**
New Tech High School @ Coppell, Coppell ISD

- Designed and executed cross-curricular project-based learning units at a New Tech National Demonstration Site Lead Facilitator
- Coached district leaders and non-profit observers from around the world in PBL implementation
- Facilitated staff professional development aligned to PBL methodology and grading practices, including the development of schoolwide rubrics to assess Learning Outcomes
- Pioneered AP for All and increased student achievement from 12% qualifying (May 2010) to 80%+ qualifying each year between 2011-2013, including strategic support for SwEIPs (32% of pop)
- Advised Coppell Independent School District executives as a nominated member of the Innovative Model Council
- Implemented and modeled restorative practices through adopted school systems (e.g. Trust Card)

Humanities Teacher and Assistant Athletic Director **AUG 2006 – JUNE 2010**
Miami Edison Senior High School, Miami-Dade County Public Schools

- Designed and executed instructional practices that increased the number of Class of 2008 reading on grade level from 16% in 2006 to 81% in Spring 2008
- Partnered with Lead School Counselor to implement ACT/SAT preparation and monitoring, which resulted in doubling the graduation rate
- Led action-based research project (P.O.W.E.R) and coached forty-two 11th grade students to teach a pre-service education course at Florida International University (FIU); Results: 100% effectiveness rating from pre-service teachers and 5 FIU professors
- Trained 50+ students and 100+ school staff in restorative practices and conflict resolution, launching the first U.S. Department of Justice - SPIRIT Council in Miami-Dade (3rd largest school district)
- Led the Little Haiti Miami Youth Council, a program of Mayor Manny Diaz: Coached 30 students (grades 9-12) each year in the research, development and implementation of action plans to influence Miami-Dade public policy

ADDITIONAL LEADERSHIP

School Design, Culture, and Innovation Consultant **APR 2009 – PRESENT**
Various Districts and Organizations

- Coach district or school-based leaders in design and project-based learning, including Highland Park ISD, Miami-Dade County Public Schools, Boston Public Schools, etc.

Pre-Service Teacher Development Consultant **MAY 2014 – MAY 2016**
Teach for America

- Designed and executed pre-service teacher development aligned to accessible practices for all

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **Arcadia High School**

Name of Sponsoring Entity: **Arcadia Schools**

Contact Information

Full Legal Name: **Anthony Raheim DeLeon**

Home Mailing Address: **1**[redacted]

Phone Number: [redacted]

Email Address: **n**[redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have nineteen years of experience in K-12 education. My previous experience includes the design and execution of enabling systems to support curriculum implementation and progress monitoring. In addition, I have conceptualized, planned, and facilitated professional development for teachers and leaders focused on implementation of HQIM, response to data, school culture, etc. At a systems-level, I previously coordinated strategy to lead teachers and leaders through large-scale change to improve student outcomes, including curriculum adoption and culture initiatives.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school, or any not-for-profit corporation? If yes, identify all entities and dates.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

Potentially - There are currently no employment or compensation plans. This is only a possibility if an opportunity at Arcadia Schools arises and my skill set best meets the needs of students. I will provide an update if circumstances change in the future.

Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school? If yes, describe the precise nature of the relationship(s).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity? If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, status, findings, and/or ruling.

No

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 within 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? If yes, describe the precise nature of the relationship.

No

Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? If yes, describe the precise nature of the relationship.

No

Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? If yes, identify the offense and date of conviction.

No

Certification

I, Anthony Raheim DeLeon, 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 (blue ink) Anthony R DeLeon

Date 12/11/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Dallas

On this day, 12/11/2024 ANTHONY DELEON

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 11 day of December, 2024.

(Notary Public) _____

My commission expires 03/16/2026

NOTARY PUBLIC STATE OF TEXAS

Jennifer Frazier
Notary Public, State of Texas
Comm. Expires 03-16-2026
Notary ID 131492357

Notarized Online with NotaryLive.com

Notarized by: Jennifer Frazier
Time: 2024-12-12 05:07:45 UTC
URL: https://notarylive.com/tu/cdp/ZJMUYQ
Access ID: ZJMUYQ
Pin: V92GDZ

Superintendent Résumé

If the sponsoring entity has identified a candidate for the role of Superintendent.

- Provide a professional résumé for the identified candidate(s).

If the sponsoring entity has not identified a candidate for the role of Superintendent.

- Provide a sample job description/posting for the Superintendent position.

Mohamad Maarouf

[redacted]7
Mobile: [redacted]

EDUCATIONAL BACKGROUND

Duke University Durham, NC 2005 – 2009
Major: B.A. in Psychology (Developmental concentration); **Minor:** Sociology; **Certificate:** Markets and Management

University of St Thomas Houston, TX 2010 – 2013
Major: M. Ed.

Quantic MBA Virtual 2020 – 2021
Major: MBA

WORK EXPERIENCE

School Empowerment Network *Program Director* Houston, TX July 2021 – Present
- Coach and mentor Texas-based principals and educational leaders, conducting weekly coaching sessions and in-depth monthly school visits to drive instructional leadership and school improvement
- Deliver targeted consulting services to school districts and principals across Texas, supporting strategic planning, leadership development, and operational efficiency
- Design and implement professional development programs, reaching over 50 principals and district leaders annually, focused on equipping school leaders with actionable strategies for academic excellence and community engagement

Leading Educators (1-yr contract) *Project Director* New Orleans, LA July 2020 – June 2021
- Coach 20+ school-based and district-based leaders in order to create and sustain effective school-based and district-wide coaching and Professional Learning Community (PLC) systems and structures
- Create a human-centered/asset-based coaching experience that leverages leaders' strengths, celebrates their growth, and is tailored to their needs (while still holding them accountable)
- Execute and manage multimillion-dollar partnerships with Gates Foundation, Baltimore City Public Schools, University of Delaware, and Leading Educators
- Develop content aimed at guiding teams toward proficiency in executing the content cycle, with the goal of enhancing student performance, addressing student needs, and ensuring students feel valued and heard.

Teaching Trust (company closed) *Managing Director* Dallas, TX July 2019 – July 2020
- Led and developed eleven school-based leadership teams and principals to create and sustain effective school systems with the goal of outpacing district and state growth averages for student achievement
- Ensured execution of high-quality programming including both coaching and sessions with the goal of leading teams to proficiency in culture, instructional alignment, data practices and team effectiveness
- Leveraged data to learn what's working well, identify opportunities, and iterate
- Create a human-centered/asset-based coaching experience that leverages leaders' strengths, celebrates their growth, and is tailored to their needs (while still holding them accountable)

KIPP Houston High School *Principal (since 2016)* Houston, TX June 2010 – June 2019
- Led highest performing and Blue Ribbon high school, which included managing $5 million budget, leading 70 staff members and ~700 students, implementing Restorative Practices, developing AP For All campus, and adopting social justice agenda
- Audited and revised the behavioral management system to prioritize positive behavior reinforcement and accountability, reducing punitive measures in favor of a more supportive, student-centered approach
- Established community-based leadership team (CBLT) composed of parents, students, community members, etc. that formulated performance objectives and advised in planning, budget, curriculum, staffing patterns, staff development, and operations
- Acted as AP Stats Teacher, Dean of Operations, Freshman Dean, Data Captain, Testing Coordinator, and Assistant Principal

KIPP School Leadership Programming *Faculty Fellow* Houston, TX 2016-2018
- Responsible for training hundreds of KIPP (and partner organization) Assistant Principals (APs) from across the country
- Created and led professional development centered around instruction, cultural competence, and essential skills for effective school leadership

OTHER RELEVANT WORK EXPERIENCES

KAC Consulting *Senior Consultant* New Orleans, LA 2020 – 2022
- Coach and develop principals and educational leaders
- Provide consulting services to school districts and campuses on an as needed basis

TFA Houston Institute *Corps Member Advisor* Houston, TX Summer 2012 and 2013
- Trained brand-new teachers and helped support them during their first teaching experience

Observation Team *Founder* Houston, TX 2011 – 2012
- Created a team dedicated to creating a stronger learning community by using free time (prep periods) to observe teachers to both learn techniques and provide feedback

ENTREPRENEURIAL ENDEAVORS

Demand Your Domain (DYD) *Owner* Houston, TX 2010

- Established an online company dedicated to providing effective domain names and creative logos for clients
- Designed a unique client and contributor login system allowing users to demand and/or suggest domain names and logos
- Assisted in the design and construction of www.demandyourdomain.com (currently offline)

Leadership Development and Participation

Transformative Educational Leadership *Participant* Virtual 2020 – 2021

- Programming centered on learning from Experts and Thought Leaders in the Fields of Leadership in the service of personal and organizational transformation

CollegeSpring Young Professional Board *Board Member* Oakland, CA 2020 – 2021

- Acting Board Member for CollegeSpring, a non-profit education organization focused on equipping schools and teachers with the tools to help students confidently prepare for the SAT and ACT

SchoolBoard School *Participant* Cincinnati, OH 2020 – 2021

- Programming centered on equipping education advocates and aspiring school board members with the knowledge and network to drive systemic change.

Teach For All Principal Community of Practice *Participant* Virtual 2017 – 2018

- Brings together alumni principals to contribute to the growth of a global community of extraordinary leaders whose locally-rooted efforts to transform education outcomes for kids are informed by the latest global learning and best practices.

INTERNATIONAL AND CULTURAL EXPERIENCES

- Traveled for one year through northwest Africa, Europe, South America, and the USA
- Lived in Banjul, The Gambia, West Africa and attended the American Embassy School with native students
- Studied abroad in Sydney, Australia for six months at the University of New South Wales
- Extended trips to Denmark and visits to cities across the US, Puerto Rico, Mexico, Nigeria, Fiji, and New Zealand
- ***Languages:*** Conversational Arabic; Basic Spanish

Superintendent Evaluation Tool

Provide the tool that will be used to evaluate the superintendent. Applicants may use a locally developed tool or adopt a pre-existing tool such as, but not limited to, the Texas Association of School Boards' (TASB) Superintendent Evaluation system.

If the applicant proposes to use a pre-existing tool, provide a single-page document that identifies both the (1) name of the tool; and (2) website. Applicants should not submit the entire evaluation tool.

Arcadia Superintendent Evaluation Tool

Arcadia Schools will be using the Texas Association of School Boards' (TASB) Superintendent Evaluation system. TASB Superintendent Evaluation resources, including recommended evaluation instruments, can be accessed at the following link: https://www.tasb.org/resources/superintendent-evaluations.

Leadership Team Résumés

If the applicant has identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a professional résumé for all identified leadership team candidates. Clearly indicate the position that is associated with each résumé (Instructional, Operational, or Financial Leadership).

If the applicant has not identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a single-page document that states, "The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided."

Arcadia Leadership Team Resumes

The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided.

Proposed Discipline Policy

Provide the school's proposed discipline policy.

ARCADIA SCHOOLS

TEAM TEACHING

COMMUNITY-CENTERED LEARNING

Proposed Discipline Policy
December 2024

To be finalized and board approved during the first month of the Pre-opening Period

DISCIPLINE/STUDENT CODE OF CONDUCT

Arcadia High School's vision for school culture is grounded in its core principles: *Aspiring for Big Dreams, Building Deep Connections, Providing Relentless Support for Excellence,* and *Preparing for the Real World.* At Arcadia, we believe that students thrive in a learning environment when they are seen, supported, and challenged to become the best versions of themselves. Our approach is dynamic, with high expectations aimed at developing confident, resilient, and kind young adults.

In our innovative classroom model, Arcadia students engage in meaningful experiences guided by caring adults who set high expectations and foster strong relationships. Rather than relying on punitive measures or a rigid "no excuses" framework, we promote positive reinforcement and the development of behaviors that set students up for success beyond high school. Here, all students, regardless of background or experience, build skills to excel academically, socially, and emotionally in all of life's pursuits.

Arcadia High School's **mission** is to empower students to achieve their highest potential and graduate prepared for college, careers, and leadership in their communities. Through a research-based team-teaching model, high-quality instruction, and student-centered learning experiences, we provide consistent, targeted support to meet the unique needs of every student. Our **vision** is to revolutionize the classroom to empower every student to excel academically, grow personally, and achieve lifelong success. We strive to create a transformative educational model that sets new standards for student achievement, teacher recruitment, and instructional innovation.

Arcadia High School is intentionally designed to offer a safe and nurturing space for every student, including those who may have encountered trauma. We emphasize emotional and psychological well-being through mission-aligned routines and practices that prioritize consistency, respect, and holistic support.

Our Commitments to a Safe and Positive Learning Environment

1. **Commitment to Emotional and Psychological Safety:**
   We ensure that students feel emotionally safe and supported through trauma-informed practices, mindfulness routines, and clear behavioral expectations that promote respect, kindness, and empathy.
2. **Commitment to Strong Relationships and Belonging:**
   We cultivate a culture where students feel seen, valued, and connected. Through advisory groups, cohort models, and low student-to-teacher ratios, we foster deep, supportive relationships that enhance student engagement and well-being.
3. **Commitment to Restorative Practices and Accountability:**
   We use restorative approaches to discipline that focus on reflection, conflict resolution, and community building. This empowers students to take responsibility for their actions, repair harm, and learn from challenges.

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Sec. 1. GENERAL GUIDELINES

Arcadia High School personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Sec. 2. STUDENT CODE OF CONDUCT

The Board shall adopt a Student Code of Conduct, which shall establish standards for behavior and identify general types of prohibited behavior and their possible consequences. The Student Code of Conduct shall also outline Arcadia High School's due process procedures with respect to expulsion. *Education Code 12.131(a)*.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the Arcadia High School website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Sec. 3. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the Arcadia High School developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off Arcadia High School property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

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A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

DISCIPLINE OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Sec. 4. STUDENTS WITH DISABILITIES UNDER SECTION 504

Arcadia High School shall conduct an evaluation in accordance with 34 C.F.R. 104.35(b) before taking any action with respect to any significant change in placement of a student with a disability who needs or is believed to need special education and related services.

34 CFR 104.35(a).

Arcadia High School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who is currently engaging in the illegal use of drugs or alcohol to the same extent that Arcadia High School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to such disciplinary action.

29 U.S.C. 705(20)(C)(iv).

PART II: DISCIPLINE OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Sec. 5. SPECIAL EDUCATION STUDENTS

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal ("ARD") committee. Any disciplinary action shall be determined in accordance with federal law and regulations, including those requiring the provision of:

1. functional behavioral assessments ("FBAs");
2. positive behavioral interventions, strategies, and supports;
3. behavioral intervention plans/behavior improvement plans ("BIPs"); and
4. the manifestation determination review ("MDR").

Education Code 37.004(b).

Sec. 6. REMOVAL FOR TEN DAYS OR LESS

A student with a disability who violates the Arcadia High School Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

20 U.S.C. 1415(k)(1)(B); 34 C.F.R. 300.530(b)(1).

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Services During Removal for Ten Days or Less. Arcadia High School is required to provide services during the period of removal if Arcadia High School provides services to a child without disabilities who is similarly removed.

34 C.F.R. 300.530(d).

Sec. 7. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS

Arcadia High School personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement under 34 CFR 300.536.

34 C.F.R. 300.530(b)(1).

Services During Subsequent Removals of Ten Days or Less. After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's individualized education program ("IEP").

20 U.S.C. 1415(k)(1)(D); 34 C.F.R. 300.530(d)(4).

Sec. 8. NOTICE OF PROCEDURAL SAFEGUARDS

Not later than the date on which the decision to take the disciplinary action is made, Arcadia High School shall notify the student's parents of the decision and of all procedural safeguards.

20 U.S.C. 1415(k)(1)(H).

Sec. 9. CHANGES IN PLACEMENT

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts an MDR.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than ten school days in a school year;
   b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
   c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

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Arcadia High School determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. Arcadia High School's determination is subject to review through due process and judicial proceedings.

34 C.F.R. 300.536.

Arcadia High School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

20 U.S.C. 1415(k)(1)(A).

Sec. 10. MANIFESTATION DETERMINATION

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, Arcadia High School parents, and relevant members of the ARD committee (as determined by the parent and Arcadia High School shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of Arcadia High School's failure to implement the IEP.

If Arcadia High School, the parent/guardian, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

20 U.S.C. 1415(k)(1)(E); 34 C.F.R. 300.530(e).

a) *Not a Manifestation*

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

20 U.S.C. 1415(k)(1)(C), (k)(2); 34 C.F.R. 300.530(c).

i. *Services During Removal*

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1)–(2).

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b) *Manifestation*

If Arcadia High School the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct an FBA, unless Arcadia High School had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement an BIP for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent, and Arcadia High School agree to a change in placement as part of the modification of the BIP.

20 U.S.C. 1415(k)(1)(F); 34 C.F.R. 300.530(f).

i. *Special Circumstances*

Arcadia High School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of Texas Education Agency (the "TEA") or Arcadia High School or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the TEA or Arcadia High School;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the TEA or Arcadia High School

20 U.S.C. 1415(k)(1)(G); 34 C.F.R. 300.530(g).

The ARD committee shall determine the interim alternative education setting.

20 U.S.C. 1415(k)(2).

c) *Services During Removal*

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

34 C.F.R. 300.530(d)(1).

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Sec. 11. APPEALS

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, Arcadia High School may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

20 U.S.C. 1415(k)(3)(A); 34 C.F.R. 300.532(a); 19 TAC 89.1151.

a) *Placement During Appeals*

When an appeal has been requested by a parent or Arcadia High School the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent and Arcadia High School agree otherwise.

20 U.S.C. 1415(k)(4); 34 C.F.R. 300.533.

Sec. 12. REPORTING CRIMES

Federal law does not prohibit Arcadia High School from reporting a crime committed by a student with a disability to appropriate authorities. If Arcadia High School reports a crime, Arcadia High School shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom Arcadia High School reported the crime. Arcadia High School may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act ("FERPA").

20 U.S.C. 1415(k)(6); 34 C.F.R. 300.535.

Sec. 13. STUDENTS NOT YET IDENTIFIED

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the Individuals with Disabilities Education Act if Arcadia High School had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

20 U.S.C. 1415(k)(5)(A); 34 C.F.R. 300.534(a).

a) *School Knowledge*

Arcadia High School shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to Arcadia High School supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or

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3. The student's teacher, or other Arcadia High School personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other Arcadia High School supervisory personnel.

20 U.S.C. 1415(k)(5)(B); 34 C.F.R. 300.534(b).

b) ***Exceptions***

Arcadia High School shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

20 U.S.C. 1415(k)(5)(C); 34 C.F.R. 300.534(c).

If Arcadia High School does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

20 U.S.C. 1415(k)(5)(D); 34 C.F.R. 300.534(d).

Student Code of Conduct Consequences

Detention

Detention may be held on each day during school for up to eight hours. Students who serve detention must make arrangements to be picked up from school. Parents may request a delay of the detention.

After School Detention

The following rules apply to students assigned to after school detention:

1. Students will bring materials to work on. Classroom materials may also be sent by a teacher.
2. Students will not be permitted to go to their lockers during detention; all materials must be brought to the detention room when reporting.
3. Sleeping is not permitted.
4. Students will follow all rules concerning classroom behavior. Failure to comply will result in meeting with school administration and the potential for further consequences including detention and/or suspension.
5. Any student assigned to detention must stay the entire time. Students refusing to complete their time will meet with school administration and discuss the potential for further consequences including suspension.

Suspension

Arcadia High School utilizes two kinds of suspension: in school suspension and out of school suspension.

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In School Suspension
The following rules and regulations apply to all students assigned to in school suspension ("ISS"):

1. Students must report to the detention room at 8:15 a.m. ISS will be run from 8:!5 a.m. until dismissal time.
2. Students will bring materials to work on, including an ISS assignment with their teachers' names, subjects, and assignments. Students are responsible for obtaining assignments from each teacher.
3. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
4. Students may not bring food or drink into the detention room.
5. No disruptive behavior will be allowed.
6. Unexcused absences from suspension will be referred to the Principal or designee.
7. Sleeping is prohibited.
8. Students must abide by Arcadia High School's policies and behavioral standards during their suspension period.
9. A student who misses a scheduled ISS session without a confirmed excuse will be assigned one day out of school suspension. If a student misses more than one scheduled ISS session without a confirmed excuse, he or she may be subject to expulsion.

Failure to follow these guidelines will be reported to the Principal or designee for further action, which may include up to three days of out of school suspension or any other Level I consequence.

Out of School Suspension
In deciding whether to order out-of-school suspension, the administrator may take into consideration factors including self-defense, prior discipline history, the student's status as a student in foster care or who is homeless, intent or lack of intent and other appropriate or mitigating factors determined by the administrator.

In addition to the Code of Conduct violations listed above that may result in suspension, the Principal or designee has authority to suspend a student for a period of up to five school days for any of the following additional reasons:

1. The need to further investigate an incident,
2. A recommendation to expel the student, or
3. An emergency constituting endangerment to health or safety.

Special Rules for Suspensions Involving Homeless Students
Arcadia High School may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Unlawful possession of a firearm or other weapon;
2. Assault, sexual assault, aggravated assault, or aggravated sexual assault; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana or a controlled substance, a dangerous drug, or an alcoholic beverage.

Emergency Placement
If the Principal or designee reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of Arcadia High School or a school-sponsored activity, the Principal or designee may order immediate removal of the student. The Principal or designee may impose immediate suspension if he or she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

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Removal from School Transportation

A student being transported by Arcadia High School transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating the school's established standards for conduct in a school vehicle.

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by applicable state and federal law, and Arcadia High School policy.

Process for Suspensions Lasting Up to Five Days

Prior to suspending a student for up to five days, the Principal or designee must attempt to hold an informal conference with the student to:

1. Notify the student of the accusations against him/her,
2. Allow the student to relate his or her version of the incident, and
3. Determine whether the student's conduct warrants suspension.

If the Principal or designee determines the student's conduct warrants suspension during the school day for up to five days, the Principal or designee will make reasonable efforts to notify the student's parent(s) that the student has been suspended before the student is sent home. The Principal or designee will notify a suspended student's parent(s) of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal or designee.

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Process for Out-of-School Suspensions Over Five Days (extended suspension) and Expulsion

Notice

When the Principal or designee determine that a student's conduct warrants suspension for more than five days (extended suspension) or expulsion, but prior to taking any such action, the Principal or designee will provide the student's parent(s) with written notice of:

1. The reasons for the proposed disciplinary action; and
2. The date and location for a hearing before the Principal or designee, within five school days from the date of the disciplinary action.

The notice shall further state that, at the hearing, the student:

1. May be present;
2. Shall have an opportunity to present evidence;
3. Shall be apprised and informed of Arcadia High School's evidence;
4. May be accompanied by his or her parent(s); and
5. May be represented by an attorney.

Hearing Before the Principal

Arcadia High School shall make a good faith effort to inform the student and the student's parent(s) of the time and place for the hearing, and Arcadia High School shall hold the hearing regardless of whether the student, the student's parent(s) or another adult representing the student attends. The Principal designee may audio record the hearing.

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Within 48 hours or two school days, whichever is later, following the hearing, the Principal or designee will notify the student and the student's parent(s) in writing of his or her decision as to whether the student's conduct warrants suspension and/or expulsion and, if so, the decision shall specify:

1. The length of the extended suspension or expulsion, if any;
2. When or if the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period if at all; and
3. The right to appeal the Principal or designee's decision to the Board of Directors or the Board's designee.

The notice shall also state that failure to timely request such an appeal constitutes a waiver of further rights in the matter, and that disciplinary consequences will not be deferred pending the outcome of an appeal.

Appeal to the Board of Directors

The student or his or her parent(s) may appeal the extended suspension or expulsion decision to the Board of Directors by notifying the Principal in writing within five calendar days of the date of receipt of the Principal or designee's decision. The student and/or his or her parent(s) will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board of Directors will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Principal or designee at a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act. The appeal shall be limited to the issues and documents considered during the disciplinary consequence, except that if the administration intends to rely on evidence not included in the expulsion record, the administration shall provide the student or parent(s) notice of the nature of the evidence at least three days before the Board of Directors' meeting.

The Board of Directors may, but is not required to, allow an opportunity for the student or parent(s) and the administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision.

The Board of Directors will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board of Directors' meeting. If no decision is made by the end of the next regularly scheduled Board of Directors' meeting, the Principal or designee's decision with respect to the disciplinary action appeal shall be upheld. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion to the Board of Directors.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without action by the student's admission, review, and dismissal committee to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special

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education due process appeal to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to Arcadia High School, unless Arcadia High School and the student's parent(s) agree otherwise.

If a student's IEP includes a behavior improvement plan or behavioral intervention plan, the student's ARD committee shall review the plan at least annually and more frequently if appropriate to address:

1. Changes in a student's circumstances that may impact the student's behavior, such as:
    a. Placement of the student in a different educational setting;
    b. An increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
    c. A pattern of unexcused absences; or
    d. An unauthorized unsupervised departure from an educational setting; or the safety of the student or others.

2. Federal Firearm Provision

In accordance with the Gun-Free Schools Act, Arcadia High School shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any Arcadia High School campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922*.

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a).

Organizational Charts

Provide 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 during Year 5

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 Year 5.

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 clearly document the lines of authority and reporting within the charter school.

Arcadia School Organizational Chart - Y4 and Y5



ARCADIA BOARD OF DIRECTORS

SUPERINTENDENT

Chief Academic Officer

High School Principal

Director of Operations

- PEIMS Coordinator
- Operations Associate
- School Secretary
- School Nurse

Assistant Principal - Teacher Teams (2)

- Expert Teachers* (12)
- Lead Teachers* (12)
- 12th Grade and Elective Teachers (6)
- Teaching Fellows (38)

Director of Student Support Services

- Special Education Teachers (4)
- ESL Teachers (3)
- Foreign Language and Elective Teachers (4)

Assistant Principal - Math

- Math Teachers (8)

Director of School Culture

- Art Teachers (2)
- Guidance Counselors (4)
- PE Teacher
- College Counselors (4)
- Internship Coord. (2)

Leadership (3)

Systems and Structures (5)

Academics (91)

Culture, College & Career (14)

TOTAL FTE: 113

***NOTE:** Expert & Lead Teachers are SPED and/or ESL certified

A-162

Arcadia School Organizational Chart - Y3



ARCADIA BOARD OF DIRECTORS

SUPERINTENDENT

Chief Academic Officer

High School Principal

- **Director of Operations**
  - PEIMS Coordinator
  - Operations Associate
  - School Secretary
  - School Nurse (0.5)
- **Assistant Principal - Teacher Teams**
  - Expert Teachers* (12)
  - Lead Teachers* (12)
  - Teaching Fellows (36)
- **Director of Student Support Services**
  - Special Education Teachers (3)
  - ESL Teachers (2)
  - Foreign Language and Elective Teachers (4)
- **Assistant Principal - Math**
  - Math Teachers (6)
- **Director of School Culture**
  - Art Teachers (2)
  - Guidance Counselors (2)
  - PE Teacher
  - College Counselors (2)
  - Internship Coordinator

Leadership (3)

Systems and Structures (4.5)

Academics (78)

Culture, College & Career (9)

TOTAL FTE: 94.5

***NOTE:** Expert & Lead Teachers are SPED and/or ESL certified

Arcadia School Organizational Chart - Y2



ARCADIA BOARD OF DIRECTORS

SUPERINTENDENT

High School Principal

- **PEIMS Coordinator**
- **Operations Associate**
- **School Secretary**
- **School Nurse (0.5)**
- **Assistant Principal - Teacher Teams**
  - **Expert Teachers* (8)**
  - **Lead Teachers* (8)**
  - **Teaching Fellows (24)**
- **Director of Student Support Services**
  - **Special Education Teachers (2)**
  - **ESL Teachers (2)**
  - **Foreign Language and Elective Teachers (4)**
- **Math Teachers (4)**
- **Art Teacher**
- **Guidance Counselor**
- **PE Teacher**
- **College Counselor**

Leadership (2)

Systems and Structures (3.5)

Academics (54)

Culture, College & Career (4)

TOTAL FTE: 63.5

***NOTE:** Expert & Lead Teachers are SPED and/or ESL certified

Arcadia School Organizational Chart - Y1



ARCADIA BOARD OF DIRECTORS

SUPERINTENDENT

High School Principal

- **Assistant Principal - Teacher Teams**
  - Expert Teachers* (4)
  - Lead Teachers* (4)
  - Teaching Fellows (12)
- **Director of Student Support Services**
  - Special Education Teacher
  - ESL Teacher
  - Foreign Language and Elective Teachers (2)
- Math Teachers (2)
- Art Teacher (0.5)
- PE Teacher (0.5)
- Guidance Counselor
- PEIMS Coordinator
- Operations Associate
- School Secretary
- School Nurse (0.5)

Leadership (2)

Systems and Structures (3.5)

Academics (28)

Culture, College & Career (2)

TOTAL FTE: 35.5

***NOTE:** Expert & Lead Teachers are SPED and/or ESL certified

Arcadia School Organizational Chart - Y0



ARCADIA BOARD OF DIRECTORS

SUPERINTENDENT

High School Principal (0.5)

Operations Associate (0.5)

- Leadership (1.5)
- Systems and Structures (0.5)
- Academics (0)
- Culture, College & Career (0)

TOTAL FTE: 2.0

Teacher Evaluation Tool

Provide the tool that will be used to evaluate teacher positions. Applicants may use a locally developed tool or adopt a pre-existing tool such as, but not limited to, the Texas Teacher Evaluation and Support System (T-TESS).

If the applicant proposes to use a pre-existing tool, provide a one-page document that identifies both the (1) name of the tool and (2) website. Applicants should not submit the entire evaluation tool.

Arcadia Teacher Evaluation Tool

Arcadia Schools will be using the Texas Teacher Evaluation and Support System (T-TESS). A link to the T-TESS evaluation rubric can be accessed here: https://teachfortexas.org/resource_files/Guides/T-TESS_Rubric.pdf.

Annual Calendar and School Schedule

Provide the proposed annual calendar for the first year of operation. At minimum, the annual calendar should identify the following:

- first day of school;
- any planned breaks;
- last day of school; and
- total number of minutes of instruction for the academic school year

Also, provide a proposed school schedule for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

Arcadia Annual Calendar And School Schedule

NOTE: This calendar is intended to mirror Alief ISD for convenience for families, although 26-27 calendar has not been released yet, so we used 25-26 as a reference.):

Arcadia High School

2026 - 2027 School Calendar

July '26

Su	M	Tu	W	Th	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	

August '26

Su	M	Tu	W	Th	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					

September '26

Su	M	Tu	W	Th	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		

October '26

Su	M	Tu	W	Th	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	

November '26

Su	M	Tu	W	Th	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					

December '26

Su	M	Tu	W	Th	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		

January '27

Su	M	Tu	W	Th	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						

February '27

Su	M	Tu	W	Th	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						

March '27

Su	M	Tu	W	Th	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			

April '27

Su	M	Tu	W	Th	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

May '27

Su	M	Tu	W	Th	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					

June '27

Su	M	Tu	W	Th	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		

School Closed/ Holidays

Teacher in-Service Day (no school for students)

Half Day

First and Last Day of School

Leadership in-Service

76,840 minutes

Minutes of Operation

435 mins = full days M - Th (8:15-3:30)
325 mins = Fridays (8:15-1:40)

August `26
17 x 435 = 7395
4 x 325 = 1300
Total 8260

September `26
18 x 435 = 7830
4 x 325 = 1300
Total 9130

October `26
14 x 435 = 6090
4 x 325 = 1300
Total 7390

November `26
12 x 435 = 5220
3 x 325 = 975
Total 6195

December `26
11 x 435 = 4785
3 x 325 = 975
Total 5760

Total for first semester = 36,735 mins

January `27
14 x 435 = 6090
4 x 325 = 1300
Total 7390

February `27
15 x 435 = 6525
4 x 325 = 1300
Total 7825

March `27
14 x 435 = 6090
3 x 325 = 975
Total 7065

April `27
16 x 435 = 6960
4 x 325 =1300
Total 8260

May `27
16 x 435 = 6960
4 x 325 = 1300
Total 8260

June `27
3 x 435 = 1305

Total for second semester = 40,105 mins

TOTAL FOR YEAR = 76,840 operational minutes

SAMPLE 9TH GRADE STUDENT SCHEDULES

9A	**M**	**T**	**W**	**TH**	**F**
8:15-9:05	ENG COMP	SCI	SS	ELA	SS
9:10-10:00	MATH	MATH	MATH	MATH	MATH
10:05-10:55	ENG COMP	SCI	SS	ELA	SS
11:00-11:50	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED
11:55-12:45	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
12:50-1:40	ELA	ELECTIVE	SCI	ENG COMP	ELECTIVE
1:45-2:35	ELECTIVE	ACADEMIC SUPPORT/CAREER LEADERSHIP	ELECTIVE	ELECTIVE	
2:40-3:30	ELA		SCI	ENG COMP	
9B	**M**	**T**	**W**	**TH**	**F**
8:15-9:05	SCI	ENG COMP	ENG COMP	SS	ELA
9:10-10:00	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
10:05-10:55	SCI	ENG COMP	ENG COMP	SS	ELA
11:00-11:50	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
11:55-12:45	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED
12:50-1:40	SS	MATH	ELA	SCI	MATH
1:45-2:35	MATH	ACADEMIC SUPPORT/CAREER LEADERSHIP	MATH	MATH	
2:40-3:30	SS		ELA	SCI	
9C	**M**	**T**	**W**	**TH**	**F**
8:15-9:05	SS	ELA	ELA	SCI	ENG COMP
9:10-10:00	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED
10:05-10:55	SS	ELA	ELA	SCI	ENG COMP
11:00-11:50	MATH	MATH	MATH	MATH	MATH
11:55-12:45	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
12:50-1:40	SCI	ELECTIVE	ENG COMP	SS	ELECTIVE
1:45-2:35	ELECTIVE	ACADEMIC SUPPORT/CAREER LEADERSHIP	ELECTIVE	ELECTIVE	
2:40-3:30	SCI		ENG COMP	SS	

9D	M	T	W	TH	F
8:15-9:05	ELA	SS	SS	ENG COMP	SCI
9:10-10:00	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
10:05-10:55	ELA	SS	SS	ENG COMP	SCI
11:00-11:50	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
11:55-12:45	MATH	MATH	MATH	MATH	MATH
12:50-1:40	ENG COMP	FL/ESL/SPED	SCI	ELA	FL/ESL/SPED
1:45-2:35	FL/ESL/SPED	ACADEMIC SUPPORT/CAREER LEADERSHIP	FL/ESL/SPED	FL/ESL/SPED	
2:40-3:30	ENG COMP		SCI	ELA	

SAMPLE 10TH GRADE STUDENT SCHEDULES

10A	**M**	**T**	**W**	**TH**	**F**
8:15-9:05	ENG COMP	SCI	SS	ELA	SS
9:10-10:00	MATH	MATH	MATH	MATH	MATH
10:05-10:55	ENG COMP	SCI	SS	ELA	SS
11:00-11:50	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED
11:55-12:45	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
12:50-1:40	ELA	ELECTIVE	SCI	ENG COMP	ELECTIVE
1:45-2:35	ELECTIVE	ACADEMIC SUPPORT/CAREER LEADERSHIP	ELECTIVE	ELECTIVE	
2:40-3:30	ELA		SCI	ENG COMP	
10B	**M**	**T**	**W**	**TH**	**F**
8:15-9:05	SCI	ENG COMP	ENG COMP	SS	ELA
9:10-10:00	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
10:05-10:55	SCI	ENG COMP	ENG COMP	SS	ELA
11:00-11:50	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
11:55-12:45	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED
12:50-1:40	SS	MATH	ELA	SCI	MATH
1:45-2:35	MATH	ACADEMIC SUPPORT/CAREER LEADERSHIP	MATH	MATH	
2:40-3:30	SS		ELA	SCI	
10C	**M**	**T**	**W**	**TH**	**F**
8:15-9:05	SS	ELA	ELA	SCI	ENG COMP
9:10-10:00	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED	FL/ESL/SPED
10:05-10:55	SS	ELA	ELA	SCI	ENG COMP
11:00-11:50	MATH	MATH	MATH	MATH	MATH
11:55-12:45	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
12:50-1:40	SCI	ELECTIVE	ENG COMP	SS	ELECTIVE
1:45-2:35	ELECTIVE	ACADEMIC SUPPORT/CAREER LEADERSHIP	ELECTIVE	ELECTIVE	
2:40-3:30	SCI		ENG COMP	SS	

10D	M	T	W	TH	F
8:15-9:05	ELA	SS	SS	ENG COMP	SCI
9:10-10:00	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
10:05-10:55	ELA	SS	SS	ENG COMP	SCI
11:00-11:50	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
11:55-12:45	MATH	MATH	MATH	MATH	MATH
12:50-1:40	ENG COMP	FL/ESL/SPED	SCI	ELA	FL/ESL/SPED
1:45-2:35	FL/ESL/SPED	ACADEMIC SUPPORT/CAREER LEADERSHIP	FL/ESL/SPED	FL/ESL/SPED	
2:40-3:30	ENG COMP		SCI	ELA	

SAMPLE 11TH GRADE STUDENT SCHEDULES

A	M	T	W	TH	F
8:15-9:05	ELA	SCI	SCI	ENG COMP	SS
9:10-10:00	Math	Math	Math	Math	Math
10:05-10:55	ELA	SCI	SCI	ENG COMP	SS
11:00-11:50	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
11:55-12:45	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
12:50-1:40	ENG COMP	SS	COLLEGE BOUND	ELA	COLLEGE BOUND
1:45-2:35	COLLEGE BOUND	COLLEGE BOUND	ACADEMIC SUPPORT/INTERNSHIP	COLLEGE BOUND	
2:40-3:30	ENG COMP	SS		ELA	

B	M	T	W	TH	F
8:15-9:05	SCI	ELA	ELA	SS	ENG COMP
9:10-10:00	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
10:05-10:55	SCI	ELA	ELA	SS	ENG COMP
11:00-11:50	MATH	MATH	MATH	MATH	MATH
11:55-12:45	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
12:50-1:40	SS	ENG COMP	COLLEGE BOUND	SCI	COLLEGE BOUND
1:45-2:35	COLLEGE BOUND	COLLEGE BOUND	ACADEMIC SUPPORT/INTERNSHIP	COLLEGE BOUND	
2:40-3:30	SS	ENG COMP		SCI	

C	M	T	W	TH	F
8:15-9:05	SS	ELA	ELA	SCI	ENG COMP
9:10-10:00	COLLEGE BOUND	COLLEGE BOUND	COLLEGE BOUND	COLLEGE BOUND	COLLEGE BOUND
10:05-10:55	SS	ELA	ELA	SCI	ENG COMP
11:00-11:50	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
11:55-12:45	MATH	MATH	MATH	MATH	MATH
12:50-1:40	SCI	ENG COMP	ELECTIVE	SS	ELECTIVE
1:45-2:35	ELECTIVE	ELECTIVE	ACADEMIC SUPPORT/INTERNSHIP	ELECTIVE	
2:40-3:30	SCI	ENG COMP		SS	

D	M	T	W	TH	F
8:15-9:05	ENG COMP	SS	SS	ELA	SCI
9:10-10:00	COLLEGE BOUND	COLLEGE BOUND	COLLEGE BOUND	COLLEGE BOUND	COLLEGE BOUND
10:05-10:55	ENG COMP	SS	SS	ELA	SCI
11:00-11:50	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE	ELECTIVE
11:55-12:45	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH	ADVISORY/LUNCH
12:50-1:40	ELA	SCI	MATH	ENG COMP	MATH
1:45-2:35	MATH	MATH	ACADEMIC SUPPORT/INTERNSHIP	MATH	
2:40-3:30	ELA	SCI		ENG COMP	

SAMPLE 12TH GRADE STUDENT SCHEDULES

12 A	M	T	W	TH	F
8:15-9:05	Math	Math	Math	Math	Math
9:10-10:00	ELA	ELA	ELA	ELA	ELA
10:05-10:55	College Bound	College Bound	College Bound	College Bound	College Bound
11:00-11:50	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
11:55-12:45	SCI	SCI	SCI	SCI	SCI
12:50-1:40	SS	SS	SS	SS	SS
1:45-2:35	Internship	Internship	Internship	Internship	Internship
2:40-3:30	Internship	Internship	Internship	Internship	Internship

12 B	M	T	W	TH	F
8:15-9:05	MATH	Math	MATH	Math	MATH
9:10-10:00	College Bound	College Bound	College Bound	College Bound	College Bound
10:05-10:55	SS	SS	SS	SS	SS
11:00-11:50	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
11:55-12:45	ELA	ELA	ELA	ELA	ELA
12:50-1:40	SCI	SCI	SCI	SCI	SCI
1:45-2:35	Internship	Internship	Internship	Internship	Internship
2:40-3:30	Internship	Internship	Internship	Internship	Internship

12 C	M	T	W	TH	F
8:15-9:05	MATH	Math	MATH	Math	MATH
9:10-10:00	SCI	SCI	SCI	SCI	SCI
10:05-10:55	ELA	ELA	ELA	ELA	ELA
11:00-11:50	SS	SS	SS	SS	SS
11:55-12:45	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
12:50-1:40	College Bound	College Bound	College Bound	College Bound	College Bound
1:45-2:35	Internship	Internship	Internship	Internship	Internship
2:40-3:30	Internship	Internship	Internship	Internship	Internship

12 D	M	T	W	TH	F
8:15-9:05	MATH	Math	MATH	Math	MATH
9:10-10:00	SS	SS	SS	SS	SS
10:05-10:55	SCI	SCI	SCI	SCI	SCI
11:00-11:50	College Bound	College Bound	College Bound	College Bound	College Bound
11:55-12:45	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY	LUNCH/ADVISORY
12:50-1:40	ELA	ELA	ELA	ELA	ELA
1:45-2:35	Internship	Internship	Internship	Internship	Internship
2:40-3:30	Internship	Internship	Internship	Internship	Internship

SAMPLE 9TH GRADE TEACHER TEAM SCHEDULE
Expert and Lead Teachers follow the schedule below. Teaching Fellows adjustment indicated with the asterisk double block on Tuesday afternoons.

	M	T	W	TH	F
8:15-9:05	9A	9B	9B	9D	9C
9:10-10:00	DATA MEETING	DATA MEETING	DATA MEETING	DATA MEETING	DATA MEETING
10:05-10:55	9A	9B	9B	9D	9C
11:00-11:50	Coaching - Planning	Coaching - Planning	Coaching - Planning	Coaching - Planning	Coaching - Planning
11:55-12:45	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory	Lunch/Advisory
12:50-1:40	9D	GRADE-LEVEL MEETING	9C	9A	GRADE-LEVEL MEETING
1:45-2:35	DATA MEETING	**LESSON PREP***	DATA MEETING	DATA MEETING	**STAFF PD/LESSON PREP (REHEARSAL)**
2:40-3:30	9D		9C	9A	

*Teaching Fellows are leading either academic support/accelerated learning or career leadership opportunities with students during this time.

SAMPLE MATH TEACHER SCHEDULE

	M	T	W	TH	F
8:15-9:05	12: AP Calculus	12: AP Calculus	12: AP Calculus	12: AP Calculus	12: AP Calculus
9:10-10:00	Geometry A	Geometry A	Geometry A	Geometry A	Geometry A
10:05-10:55	PLANNING	LUNCH	PLANNING	PLANNING	LUNCH
11:00-11:50	Geometry B	Geometry B	Geometry B	Geometry B	Geometry B
11:55-12:45	Geometry C	Geometry C	Geometry C	Geometry C	Geometry C
12:50-1:40	LUNCH	Geometry D	LUNCH	LUNCH	Geometry D
1:45-2:35	Geometry D	MATH ACADEMIC SUPPORT*	Geometry D	Geometry D	MATH PLC
2:40-3:30	CALCULUS OFFICE HOURS		CALCULUS OFFICE HOURS	CALCULUS OFFICE HOURS	

- ALL 8 MATH TEACHERS ARE AVAILABLE FIRST PERIOD TO OFFER A WIDE RANGE OF ELECTIVES TO 12TH GRADE STUDENTS
- PERIODS 2, 4 AND 5 ALIGN ACROSS GRADES 9, 10 AND 11 ALLOWING STUDENTS TO TAKE MIXED GRADE LEVEL APPROPRIATE MATH CLASSES

- PERIOD 6/7 SPLIT MATH OFFERS 6 ALIGNED SECTIONS FOR 9/10 STUDENTS AND 2 SECTIONS FOR 11 GRADE STUDENTS TO TAKE ELECTIVES AND/OR MAKE UP MATH CREDITS AS NEEDED

Admission and Enrollment Policy

Provide a draft of the proposed 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 and Texas Education Code §12.1173.
- 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, when 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 as provided in Texas Education Code §12.111(a)(5)(B). 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.

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Sec. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of Arcadia High School to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5)*; *19 TAC 100.1207(d)(1).*

Sec. 2. GENERAL ELIGIBILITY FOR ADMISSION

Arcadia High School requires applicants to submit a complete TEA Charter Student Admission Application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year. *19 TAC 100.1207(a)(1).* Applicants are not required to provide transcripts or other academic records until after they are offered admission.

Arcadia High School shall generally admit all persons who reside within the geographic area served by Arcadia High School and for whom Arcadia High School operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by Arcadia High School to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in the geographic area served by Arcadia High School.
2. The applicant does not reside the geographic area served by Arcadia High School boundaries, but one of the parents resides within the geographic areas served by Arcadia High School and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within the geographic area served by Arcadia High School.
4. The applicant is under the age of 18 and has established a separate residence within the geographic area served by Arcadia High School separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in Arcadia High School is not for the primary purpose of participation in extracurricular activities. However, Arcadia High School is not required to admit an applicant under this provision if the applicant:
    a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;

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   b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
   c. Has been convicted of a criminal offense and is on probation or other conditional release.
5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.
6. The applicant is a foreign exchange student placed with a host family that resides within the geographic area served by Arcadia High School by a nationally recognized foreign exchange program, unless Arcadia High School has applied for and been granted a waiver by the Commissioner because:
   a. Admission would impose a financial or staffing hardship on Arcadia High School;
   b. Admission would diminish Arcadia High School's ability to provide high-quality education services for Arcadia High School's domestic students; or
   c. Admission would require domestic students to compete with foreign exchange students for educational resources.
7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within the geographic area served by Arcadia High School.
8. The applicant resides within the geographic area served by Arcadia High School and is 18 or older or the applicant's disabilities of minority have been removed.
9. The applicant does not reside within the geographic area served by Arcadia High School, but a grandparent resides within the geographic area served by Arcadia High School and provides a substantial amount of after-school care for the applicant as determined by the Board.
10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located within the geographic area served by Arcadia High School.

Education Code 25.001.

Students who reside outside the primary geographic boundary stated in the Arcadia High School charter shall not be admitted to the charter school until all eligible applicants that reside within the primary boundary and have submitted a timely application have been enrolled. Then, if the charter provides for a secondary boundary, Arcadia High School may admit students who reside within the secondary boundary in accordance with the terms of the charter. *19 TAC 100.1207(g).*

Arcadia High School may also admit a child of an Arcadia High School employee regardless of whether the child resides in the geographic area served by Arcadia High School. Such a child must satisfy all other eligibility requirements imposed by law and/or Arcadia High School in order to be granted admission and enrollment in Arcadia High School. *Education Code 12.117(d).*

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Sec. 3. LOTTERY PROVISIONS

A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within ___ days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the Arcadia High School Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

a) *Development of Waiting List*

The lottery will be paused momentarily after all available seats are filled. The names of eligible students with completed applications who apply and are not admitted shall be added to the end of the waitlist in the order in which the applications are received. As spaces become available during the school year, Arcadia High School must consult the applicable waitlist and select a new student for enrollment in the order that students appear on the list. Arcadia High School shall review each waitlist no less than every 60 days and eliminate duplicate entries and the names of students who have been admitted to Arcadia High School. *19 TAC 100.1207(e)*.

b) *Admission Process of Returning Students*

Students who currently attend Arcadia High School and intend to return the next school year (referred to as "returning students") are exempted from the lottery if they notify Arcadia High School of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

c) *Siblings Policy and Children of the School's Founders and Employees*

Siblings of returning students are exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of Arcadia High School's founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

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19 TAC 100.1207(b).

d) ***Applications Submitted Outside the Designated Application Period***

If a student applies to Arcadia High School outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

e) ***Waitlist Reporting Requirements***

Each school year, the following information must be maintained at the campus level for reporting to the Texas Education Agency no later than the last Friday in October of each school year:

1. The total number of students on the waitlist;
2. The number of students on the waitlist disaggregated by grade level;
3. The number of students enrolled;
4. The enrollment capacity; and
5. Information necessary to identify each student, as specified in Texas Education Code § 12.1174.

Sec. 4. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by its open-enrollment charter, Arcadia High School shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code. *Education Code 12.111(a)(5)(A).*

Sec. 5. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

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A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic area served by Arcadia High School. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic area served by Arcadia High School.

In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;
  - Credit card bill;
  - Financial institutions; including checking or savings;
  - Insurance companies;
  - State and Federal Revenue documents;
  - Paycheck information; and
  - Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, Arcadia High School may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by Arcadia High School with the following stipulation:

- The notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- The notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- The notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and

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- The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to Arcadia High School a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to Arcadia High School's attendance zone. Such proof of residence shall be provided to Arcadia High School not later than the 90th day after the arrival date specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2)*.

Arcadia High School may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Sec. 6. ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. Arcadia High School may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that Arcadia High School may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, Arcadia High School shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, Arcadia High School may impose a behavior improvement plan. *Education Code 25.085(e), (g), (h)*.

Sec. 7. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Arcadia High School in the same manner as other students.

Sec. 8. ADMISSION OF HOMELESS STUDENTS

a) *Definitions*

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"Enroll" and "enrollment" include attending classes and participating fully in school activities.

"Homeless child" or "homeless children" means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. "Migratory child" means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

"Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

b) *General Requirements*

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, Arcadia High School shall, according to a homeless child's best interest:

1. Continue the child's education in the school of origin for the duration of homelessness;
   a. If the child's family becomes homeless between academic years or during an academic year; and
   b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any Arcadia High School that non-homeless students who live in Arcadia High School's geographic boundaries are eligible to attend.

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42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, Arcadia High School shall:

1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, Arcadia High School determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 8-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 8-f below.

42 U.S.C. 11432(g)(3)(B).

Arcadia High School shall not stigmatize or segregate a student who is homeless.

c) *Information from Parents*

Arcadia High School may require the parent or guardian of a homeless child to submit contact information. *42 U.S.C. 11432(g)(3)(H).*

d) *Enrollment*

Arcadia High School shall immediately enroll a homeless child, depending on available seats, even if the child:

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1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) *Enrollment in School of Origin*

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, Arcadia High School shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. Arcadia High School shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that Arcadia High School is required to provide shall not be considered in determining the student's school of attendance.

f) *Disputes Concerning Enrollment*

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by

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Arcadia High School, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.

3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g) *Comparable Services*

Arcadia High School shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. *42 U.S.C. 11432(g)(4)*.

Sec. 9. TRANSFER OPTIONS FOR CERTAIN ENROLLED STUDENTS

a) *Transfer Option for Students who are Children of Peace Officers*

On the request of a peace officer who is a parent of an enrolled student, Arcadia High School shall permit the transfer of the child(ren) of the peace officer to another Arcadia High School campus, pending available seats at the requested transfer school. For purposes of this policy, the term "peace officer" has the meaning assigned by section 1701.001, Texas Occupations Code.

b) *Transfer Options for Students who are Children of Servicemembers*

On the request of a servicemember (meaning an active duty member of the armed forces of the United States, a reserve component of the armed forces of the United States, or the Texas National Guard) who is the parent of an enrolled student, Arcadia High School shall permit the transfer of the child(ren) of the servicemember to another Arcadia High School campus, pending available seats at the requested transfer school.

c) *No General Transportation Services*

Arcadia High School is not required to provide general transportation to a student who transfers to another Arcadia High School location under Section 9 of this policy.

Sec. 10. ADMISSION OF MILITARY DEPENDENTS

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a) *Applicability*

The provisions of Sec. 10 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Sec. 10 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

b) *Definitions*

"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

"Children of military families" means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

"Deployment" means the period one month prior to the service members' departure from their home station on military orders through six months after return to their home station.

"Transition" means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

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"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

"Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

c) *Eligibility for Enrollment*

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. *Continued Acceptance*

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

d) *Education Records*

i. *Unofficial Records*

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, Arcadia High School **s**hall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

ii. *Official Records*

Simultaneous with the enrollment and conditional placement of the student, Arcadia High School shall request the student's official education record from the sending district.

Education Code 162.002 art. IV, §§ A–B.

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e) *Tuition*

Arcadia School is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within Arcadia High School's boundaries.

Education Code 25.004, 162.002 art. VI, § A.

f) *Grade-Level Placement*

Students shall be allowed to continue their enrollment at grade level in Arcadia High School commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in Arcadia High School, regardless of age. A student transferring after the start of the school year shall enter Arcadia High School on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D*.

g) *Course Placement*

When the student transfers before or during the school year, Arcadia High School shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude Arcadia High School from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A*.

h) *Educational Program Placement*

Arcadia High School shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

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1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude Arcadia High School from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B*.

i) *Waivers*

Arcadia High School administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by Arcadia High School. *Education Code 162.002 art. IV, §§ A–B, D*.

Sec. 11. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 12. FOOD ALLERGY INFORMATION

The parent of each student enrolled with Arcadia High School must complete a form provided by Arcadia High School that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Arcadia High School to enable Arcadia High School to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Arcadia High School may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent

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consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Education Code 25.0022(a)-(c).

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Budget Narrative

Provide a detailed budget narrative to support the assumptions and projections presented in the Financial Plan Workbook— including revenue, staffing levels, and costs. Include a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The responsive document for this attachment is limited to 1,500 words.

Note: Applicants should review the federal definition of a charter school in the Letter of Special Assurances to ensure eligibility for the Charter School Program (CSP) Start-Up Grant prior to including those grant funds in the budget.



ARCADIA SCHOOLS BUDGET NARRATIVE

I. REVENUE

Arcadia Schools' revenue projections are based on enrollment, average daily attendance (ADA), demographics, and state and federal funding structures. Revenue calculations assume a 93% ADA rate (based on an estimate of attendance rates in the surrounding areas), starting with 240 enrolled students in Year 1 and growing to 960 students by Year 4. Total state aid is largely driven by the assumptions on the Enrollment tab of the Financial Plan Workbook (FPW). Our demographic assumptions align with state-reported data for Alief ISD and other Houston area districts. Total state aid increases with the percentage change year over year (Enrollment tab, Line 28). Arcadia plans to open one school in its first five years of operation. Other federal revenue is estimated at $1,059 per student annually, based on statewide averages. The Charter School Program (CSP) grant contributes $900,000 in startup funds, with $666,811 allocated in the planning year. Refer to Section IV. Start-Up Plan in the narrative for additional details and disaggregated costs of the proposed CSP budget.

Supplemental Funding

Arcadia seeks $4.0M to cover planning, facility renovations, and growth costs: $1.0M in the planning year and $3.0M during the growth years. This includes in-kind support from the School Empowerment Network (SEN), grant applications to the Charter School Growth Fund, Brown Foundation, and New School Venture Fund. For detailed information, refer to the attachment *Evidence of Financial Support*.

Arcadia has a Contingency Plan to address any funding gaps, as detailed in the Contingencies section.

II. EXPENSES

Wages

Salaries: Salaries are aligned with or above local benchmarks, based on comparisons with Alief ISD and surrounding districts. Starting in Year 2, salaries incorporate a 2% annual cost-of-living adjustment (COLA). Refer to the Personnel tab and Assumptions tab in the FPW for additional details. Our contingency plans include adjustments to our staffing model as necessary and appropriate. See below as well as Section III in the narrative relating to the Staffing Plan.

Benefits: Benefits are comprehensive and calculated as percentages of salaries:

- **Medicare (1.45%) and State Unemployment (1.16%):** Based on federal and state rates.
- **Workers' Compensation (0.65%):** Estimated at $384 per employee annually.
- **TRS Contributions (2.75%):** Includes employer and TRS care contributions.
- **Health Insurance (8%) and Dental (1%):** Modeled on generous SEN and other industry benchmarks.

- **401(k) Match (4.75%):** Total retirement contributions equal 7.5%.
- **Stipends/Bonuses (1%):** Allocated to support high-need roles such as SPED-certified and ESL-certified educators, as well as to provide retention incentives. In Year 0, this includes an additional $7,500 to compensate teachers for their time during the induction period.

Contracted Services

Unless otherwise noted, Arcadia Schools relied on statewide open-enrollment charter school financial data from FY 2023 to benchmark and estimate costs for Contracted Services and School Operations. For more details, refer to the notes and assumptions in the FPW.

- **Accounting and Audit:** Based on preliminary estimates provided by Vertex Education, with $25,000 budgeted in Year 0 and per-student costs decreasing from $350 in Year 1 to $150 in Year 4.
- **Legal Services:** Initial setup costs of $25,000 in Year 0; annual costs scale from $14,400 in Year 1 to $43,800 in Year 4.
- **Food Services:** Budgeted at $250 per student annually.
- **SPED Services:** Allocated at $2,284 per SPED student annually. Services will be contracted with outside agencies to provide necessary support (e.g., occupational and physical therapy) on a case-by-case basis.
- **Entitlement Services:** Budgeted at $98 per economically disadvantaged student annually.
- **Directors and Officers Insurance:** Fixed at $5,000 annually.
- **Substitute Services:** Budgeted at 1% of teacher salaries. When necessary, Arcadia will partner with local organizations to secure well-qualified substitutes who align with our educational vision.
- **Security:** $40,000 starting in Y1 for a security officer.

School Operations

- **Board Expenses:** $3,600 annually, starting in Year 0, to cover materials needed for meetings and required training.
- **Classroom/Teaching Supplies & Materials:** $210 per student annually. In Years 0 and 1, 30% of the budget is estimated as non-consumable supplies, to be purchased with CSP funds.
- **SPED Supplies:** $70 per SPED student annually.
- **Textbooks/Workbooks:** $140 per student annually. In Years 0 and 1, 30% of the budget is estimated as non-consumable supplies, to be purchased with CSP funds.
- **Other Supplies:** $90 per student annually.
- **Equipment and Furniture:** An initial investment of $160,000 in Year 0 will cover the setup, including mobile desks to enable adaptive classroom layouts, to be paid for with CSP funds. Following this, an annual budget of $105 per student will address ongoing equipment and furniture needs. In Year 1, $33,600 of startup equipment and furniture will be purchased with CSP funds.
- **Technology:** Initial setup in Year 0 requires $244,000 for smartboards, student devices, and staff laptops, to be paid for with CSP funds. Annual technology budgets will scale to cover licenses, replacements, and additional devices: $156,000 in Year 1 ($130,500 covered with CSP funds), $183,000 in Year 2, $195,000 in Year 3, and stabilizing at $156,000 at scale. At steady state, the budget includes $60,000 for equipment replacements and $96,000 for technology licenses, including AI-driven one-on-one tutoring.
- **Student Testing:** Budgeted at $40 per student annually, significantly higher than statewide benchmarks to support Arcadia's comprehensive assessment strategy.

- **Field Trips:** $40 per student annually.
- **Transportation:** In Year 0, $40,000 is allocated for a passenger van to support transportation required by students' IEPs, reduce chronic absenteeism, and provide access to extracurricular activities. From Year 1 onward, transportation costs are budgeted at $12,000 in Year 1, increasing to $48,000 when the school is at full scale. At scale, $48,000 will fund 2,400 rides annually at $20 per ride for students with the greatest transportation needs.
- **Student Services:** Budgeted at $70 per student annually for counseling supplies.
- **Office Expenses:** $80 per student annually for the first 500 students, with $40 per additional student.
- **Staff Development:** $10,000 in Year 0 for pre-opening training (covered with CSP funds), then $100 per student annually, scaling to $96,000 in Year 4. Includes professional development, coaching, and instructional support for implementing RBIS. In Year 1, $12,000 is expected to be covered by CSP for critical startup training.
- **Travel for Staff:** $10 per student annually.
- **Staff Recruitment:** $7,500 annually during growth years, reduced to $5,000 at scale.
- **Student Recruitment/Marketing:** $45,000 split between Years 0 and 1 (50% anticipated to be supported by CSP funds), with $10,000 annually from Year 2 onward.
- **Fundraising:** $30,000 annually during growth years; no budget at scale, as Arcadia will not depend on fundraising.
- **After-School Program:** $25 per student annually.
- **HQIM:** Estimated at $200 per student, including curriculum materials, teacher resources, and aligned assessments.
- **Student Information System:** Estimated at $30 per student.

Facility Rent and Operational Costs

Arcadia is finalizing an agreement with Étoile Academy Charter School (EACS) to secure a rent-free facility, significantly reducing financial pressures. A letter of support and cost estimate from the superintendent of EACS is included as an attachment.

Starting in Year 1, $528,007 is budgeted annually for facility operations, covering janitorial services, repairs, security, utilities, and insurance, with a 4% annual inflation adjustment.

Facility Renovation

Facility renovations are budgeted at $1.8 million over four years to enhance learning spaces for team teaching and personalized learning. In Year 0, $650,000 will address critical pre-opening needs, including making the building code-compliant and preparing learning spaces for incoming 9th graders. Renovations are budgeted at $250,000 in Year 1 and $450,000 annually in Years 2 and 3.

Unknown Expenses Set-aside

The budget includes a contingency of $100 per student annually. At scale, this totals $96,000, or 1% of the budget. To ensure Arcadia can address unforeseen challenges.

III. CONTINGENCIES

Arcadia Schools has developed a Contingency Plan to address potential funding gaps while remaining confident in securing the $4.0 million needed for the planning and growth years.

Staffing Adjustments
Key hires may be temporarily delayed, and a streamlined staffing plan has been developed to account for unforeseen challenges. Refer to Section III of the narrative for additional details on Arcadia's *reduced* staffing model.

Facility Adjustments
Building renovations will remain capped at $500,000 during the planning year to address critical needs but will be phased in over time. While full renovations may be delayed, the facility already includes large learning spaces and breakout rooms that support the educational model. Supplemental funds or at-scale operational surpluses will fund additional improvements as needed.

Funding Strategy
By implementing these measures, Arcadia will reduce its supplemental funding need from $4 million to $900,000, all of which is required during the planning year. Of this amount, $750,000 is already being actively pursued through the Charter School Growth Fund, Brown Foundation, and New School Venture Fund. This leaves a manageable $150,000 gap, which Arcadia is confident can be secured through the support of the SEN and Arcadia's proposed Board of Directors.

Evidence of Financial Support

If the applicant expects to receive financial support from outside entities.

- Identify specific funding amounts, property, and/or other sources expected to be available through any of the following:
  - Banking/ Lending Institutions
  - Foundations
  - Grants
  - Corporations
  - Other

- Provide any evidence of financial support from intended community partners such as:
  - Letters of intent/commitment
  - Memoranda of understanding
  - Contracts

If the applicant does not expect to receive financial support from outside entities.

- Provide a single-page document that states, "The applicant does not expect to receive financial support from outside entities. No responsive documents are being provided."

ARCADIA HIGH SCHOOL EVIDENCE OF FINANCIAL SUPPORT

Here is a summary of financial support that Arcadia High School has secured or is actively pursuing:

	Year 0 2025-2026	Year 1 2026-2027	Year 2 2027-2028	Year 3 2028-2029	Year 4 2029-2030	NOTES
Owner of the donated lease buildings for Étoile Academy Charter School Rent-free facility		$437,717	$875,433	$1,313,150	$1,750,866	Estimated value of in-kind support. Considers that Arcadia would normally have to spend at least 15% of per pupil revenues on rent. ***See letter of support from Étoile Academy Charter School.***
School Empowerment Network Technical assistance from CEO, CAO and COO	$200,000	$100,000	$100,000	$100,000	$100,000	Estimated value of in-kind support, including coaching, professional development, and leadership capacity building. ***See letter of support from School Empowerment Network.***
Charter School Growth Fund SEED Grant	$250,000	TBD				Applied for $250,000 for the planning year on December 2, 2024, with plans to seek additional support during growth years.
Brown Foundation Start-up Grant	$250,000	TBD				Applied for $250,000 for the planning year and awaiting a decision; we aim to build a lasting partnership for continued support during our growth phase.
New School Venture Fund Grant for Innovative Public Schools	$250,000	TBD				Submitted eligibility form on December 10, 2024, and received approval to submit the final application for planning year funds by January 8, 2025. We plan to pursue additional funding during the growth years.
PRELIMINARY TOTAL	**$950,000**	**$537,717**	**$975,433**	**$1,413,150**	**$1,850,866**	

As stated in the Financial Plan Workbook (FPW), Arcadia High School has targeted a total of $4 million in financial support to cover planning, renovation, and operational costs during its launch and growth phases. This target is broken down into $1 million per year: $1 million in Year 0 (Planning Year), followed by $1 million in each of Years 1, 2, and 3. This funding must be in cash support, excluding any in-kind contributions. **Once Arcadia reaches scale, the school will be fully self-sustaining** and able to operate without the need for any additional outside support, relying solely on state and federal funding.

Contingency Plan

While Arcadia is confident in securing the $4 million needed for the planning and growth years, a Contingency Plan has been developed to address any potential funding gaps. This plan includes temporary delays to leadership and academic hires, as well as adjustments to facility renovations (see "Contingencies" in the budget narrative and **Section III. Staffing Plan** in the narrative).

By implementing these measures, Arcadia will reduce its supplemental funding need from $4 million to $900,000, all required during the planning year. Of this amount, $750,000 is already being actively pursued through the Charter School Growth Fund, Brown Foundation, and New School Venture Fund. This leaves a manageable $150,000 gap, which Arcadia is confident can be secured by leveraging the connections of the School Empowerment Network and Arcadia High School's proposed Board of Directors.

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).

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; and
- Cash flow statement.

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

Arcadia Schools
dba
Arcadia High School
Unaudited Record of Financial Position
As of June 30, 2024

Assets

Current Assets:	
Cash and cash equivalents	$ -
Due from state	$ -
Total Current Assets	$ -
Other Assets	$ -
Total Assets	$ -

Liabilities and Net Assets

Current Liabilities:	
Accounts Payable	$ -
Accrued payroll	$ -
Total Current Liabilities	$ -
Long-term liabilities	$ -
Total Liabilities	$ -
Net Assets:	
Without Donor Restrictions	$ -
With Donor Restrictions	$ -
Total Net Assets	$ -
Total Liabilities and Net Assets	$ -

Arcadia Schools
dba
Arcadia High School
Unaudited Record of Activities
For the Period Ended June 30, 2024

	Without Donor Restrictions	With Donor Restrictions	Total Net Assets
Revenues			
Local Support:			
Contributions	$ -	$ -	$ -
Fundraising activities	$ -	$ -	$ -
Interest and other income	$ -	$ -	$ -
Total Local Support	$ -	$ -	$ -
Net assets released from restrictions	$ -	$ -	$ -
Total Revenues	$ -	$ -	$ -
Expenses			
Program services:	$ -		$ -
Support services:			
Administrative support services	$ -		$ -
Fundraising	$ -		$ -
Total Expenses	$ -		$ -
Change in Net Assets	$ -	$ -	$ -
Net Assets, Beginning of Year	$ -	$ -	$ -
Net Assets, End of Year	$ -	$ -	$ -

Arcadia Schools
dba
Arcadia High School
Unaudited Record of Cash Flows
For the Period Ended June 30, 2024

Cash flows from operating activities:		
Cash received from other entities	$	-
Cash received from contributions	$	-
Cash received from miscellaneous sources	$	-
Cash paid for salaries, wages and fringe benefits	$	-
Cash paid for other	$	-
Net cash provided by operating activities	$	-
Change in Cash	$	-
Cash and cash equivalents, Beginning of Year	$	-
Cash and cash equivalents, End of Year	$	-

Credit Report

If the sponsoring entity was incorporated prior to January 1, 2023.

- 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, 2023, but has no credit history.

- Provide a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the entity was incorporated after January 1, 2023.

- Provide a single-page document that states, "The sponsoring entity was incorporated after January 1, 2023. No documents are being provided."

Arcadia Credit Report

The sponsoring entity was incorporated after January 1, 2023. No documents are being provided.

IRS Form 990, 990-N, 990-EZ

If the sponsoring entity has held tax-exempt status for more than one year.

- Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. If a Form 990, 990-N, or 990-EZ is unavailable, provide a statement that explains why.

If the sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year.

- Provide a single-page document that states, "The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided."

Arcadia IRS Form 990

The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided.

ATTACHMENT F3

Financial Plan Workbook

Complete the Financial Plan Workbook using this template. Once complete, applicants are instructed to submit this attachment as follows:

Electronic Submission
Submit the **entire** Financial Plan Workbook as an Excel file.

A reasonable planning estimate of **$7,233** per student in grades K–12 and **$3,617** per student in prekindergarten. These estimates account for a daily attendance rate of 85%, and should be used when planning and developing the budget.

Note: When using a school district as a baseline for the staff profile 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 Plan 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.

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 it's 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

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

TRANSPORATION Section

- Enter the anticipated transporation 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.

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Arcadia High School

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

ENTER PROPOSED SCHOOL NAME

Lead Applicant Name:	Mohamad Maarouf	
Contact Email:	mohamad.maarouf@schoolempowermentnetwork.org	
Contact Phone:	(832) 858-5077	
Start-Up (Year 0) Fiscal Year End:	2026	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2027	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	76,840	*Enter the number of minutes (e.g., 75,600)*

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Arcadia High School

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1	Year 2	Year 3	Year 4	Year 5
	2027	2028	2029	2030	2031
Pre-Kindergarten (Enter 1/2 of estimated enrollment per student. Pre-kindergarten is funded half day.)					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade	240	240	240	240	240
10th Grade		240	240	240	240
11th Grade			240	240	240
12th Grade				240	240
Total Number of All Students Enrolled (Average Membership)	**240.0**	**480.0**	**720.0**	**960.0**	**960.0**
Average Daily Attendance (ADA) %	**93%**	**93%**	**93%**	**93%**	**93%**
Average Daily Attendance (ADA)	**223.200**	**446.400**	**669.600**	**892.800**	**892.800**
Percent change YOY		**100.00%**	**50.00%**	**33.33%**	**0.00%**

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data: (TEC 48.102)	2027	EYS2027	2028	EYS 2028	2029	EYS 2029	2030	EYS 2030	2031	EYS 2031
Number Enrolled in Homebound										
Number Enrolled in Hospital Class										
Number Enrolled in Speech Therapy	2.0		4.0		6.0		8.0		8.0	
Number Enrolled in Resource Room	5.0		9.0		13.0		17.0		17.0	
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	28.0		56.0		84.0		113.0		113.0	
Special Education Student Count (SPED)	**35.00**	-	**69.00**	-	**103.00**	-	**138.00**	-	**138.00**	-
Special Education Student Count %	**14.58%**		**14.38%**		**14.31%**		**14.38%**		**14.38%**	
Percent change YOY			**97.14%**	**0.00%**	**49.28%**	**0.00%**	**33.98%**	**0.00%**	**0.00%**	**0.00%**

Career and Technology Education (CTE) Data: (TEC 48.106) (Grades 7 through 12 only)	2027	Advanced C&T, P-TECH, New Tech Network 2027	2028	Advanced C&T, P-TECH, New Tech Network 2028	2029	Advanced C&T, P-TECH, New Tech Network 2029	2030	Advanced C&T, P-TECH, New Tech Network 2030	2031	Advanced C&T, P-TECH, New Tech Network 2031
Not Approved Program of Study CTE - Tier 1 Funding at 1.1										
Number Enrolled in One Contact Hour (V1)	2		4		6		8		8	
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 1 Total Enrolled	**2**		**4**		**6**		**8**		**8**	
Approved Program of Study CTE - Tier 2 Funding at 1.28										
Number Enrolled in One Contact Hour (V1)	48		96		144		192		192	
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 2 Total Enrolled	**48**		**96**		**144**		**192**		**192**	
Approved Program of Study CTE - Tier 3 Funding at 1.47										
Number Enrolled in One Contact Hour (V1)	33		66		98		131		131	

60		Number Enrolled in Two Contact Hour (V2)										
61		Number Enrolled in Three Contact Hour (V3)										
62		CTE Tier 3 Total Enrolled	33		66		98		131		131	
63												
64		**Career & Technology Students Enrollment All Tiers**	83		166.00		248.00		331.00		331.00	
65		**% of Career & Technology Students**	34.58%		34.58%		34.44%		34.48%		34.48%	
66		Percent change YOY			100.00%		49.40%		33.47%		0.00%	
67		**Advanced Career and Technology Education**										
68		Number enrolled in a campus designated as a P-TECH school										
69		Number enrolled in a that is a member of the New Tech Network										
70		**Total Advanced CTE Enrollment**		0		0		0		0		0
71												

72		**Dyslexia, Pregnancy Related, & Bilingual/ESL Data: (TEC 48.103, 48.104(a), 48.105)**	Data for the following fiscal years must be based on reasonable estimates and projections.				
73			**2027**	**2028**	**2029**	**2030**	**2031**
74		**Number of Dyslexia & Related Disorder Students**					
75		Number Dyslexia Students Enrollment Special Education	2.0	5.0	7.0	9.0	9.0
76		Number Dyslexia Students Enrollment Non-Special Education	7.0	15.0	22.0	29.0	29.0
77		**Total Dyslexia Student Enrollment**	9.0	20.0	29.0	38.0	38.0
78		% of Dyslexia Students Enrolled	3.75%	4.17%	4.03%	3.96%	3.96%
79		Percent change YOY		122.22%	45.00%	31.03%	0.00%
80							
81		**Number of Pregnancy Related Students**					
82		% of Pregnancy Related Students Enrolled					
83		Percent change YOY		0.00%	0.00%	0.00%	0.00%
84							
85		**Number of Students Enrolled in Bilingual/ESL**	107.0	214.0	321.0	428.0	428.0
86		**Number of Students Enrolled in Bilingual Dual Language One-way/Two-way**	30.0	60.0	90.0	120.0	120.0
87		**Number of Students Enrolled in Bilingual Non EB Dual Language Two way**	1.0	2.0	4.0	5.0	5.0
88		**Total Number of Students Enrolled in Bilingual**	138.0	276.0	415.0	553.0	553.0
89		% of Students Enrolled in Bilingual	57.50%	57.50%	57.64%	57.60%	57.60%
90		Percent change YOY		100.00%	50.36%	33.25%	0.00%
91							
92		Special Education Error Check					
93		Career and Technology Error Check					
94							
95		**Compensatory Education (TEC 48.104)**	**2027**	**2028**	**2029**	**2030**	**2031**
96		**Number of educationally disadvantaged students residing in an economically disadvantaged census block group**	210	420	630	840	840
97		% of Compensatory Education Students Enrolled	87.50%	87.50%	87.50%	87.50%	87.50%
98		Percent change YOY		100.00%	50.00%	33.33%	0.00%
99							
100		**Early Education (TEC 48.108)**	**2027**	**2028**	**2029**	**2030**	**2031**
101		**Number of Students, Kindergarten through 3rd grade, educationally disadvantaged or special language**					
102		% of Early Education K-3 Students					
103		Percent change YOY		0.00%	0.00%	0.00%	0.00%
104							
105		**Gifted and Talented (TEC 48.109)**	**2027**	**2028**	**2029**	**2030**	**2031**
106		**Number Gifted and Talented Students Enrolled**	12	24	36	48	48
107		**Enrollment Cap for Funding**	12	24	36	48	48
108		% of Gifted and Talented Students Enrolled	5.00%	5.00%	5.00%	5.00%	5.00%
109		Percent change YOY		100.00%	50.00%	33.33%	0.00%
110							
111		**TRANSPORTATION (TEC 48.151)**	**2027**	**2028**	**2029**	**2030**	**2031**
112		Regular Program Transportation Allotment					
113		Private Transportation Allotment					
114		Special Education Program Transportation Allotment					
115		Career and Technology Program Transportation Allotment					
116		**Transportation Total**	$0	$0	$0	$0	$0

	A	B	C	D	E	F	G	H	I	J	K	L	M
7		Percent change YOY		0.00%	0.00%	0.00%	0.00%						
8													
119													

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Arcadia High School

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2026	2027	2028	2029	2030	2031		2026	2027	2028	2029	2030	2031
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		Yearly Raise %					
										0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
Superintendent	Executive Management	$ 177,000	1.0	1.0	1.0	1.0	1.0	1.0		$ 177,000	$ 177,000	$ 180,540	$ 184,151	$ 187,834	$ 191,590
CAO	Instructional Management	$ 153,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 159,181	$ 162,365	$ 165,612
Principal	Instructional Management	$ 120,000	0.5	1.0	1.0	1.0	1.0	1.0		$ 60,000	$ 120,000	$ 122,400	$ 124,848	$ 127,345	$ 129,892
Assistant Principal - Teacher Teams	Instructional Management	$ 85,000	0.0	1.0	1.0	1.0	2.0	2.0		$ -	$ 85,000	$ 86,700	$ 88,434	$ 180,405	$ 184,013
Assistant Principal - Math	Instructional Management	$ 85,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 88,434	$ 90,203	$ 92,007
Campus Dir of Student Support Serv.	Deans, Directors & Coordinators	$ 85,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 85,000	$ 86,700	$ 88,434	$ 90,203	$ 92,007
Campus Director of School Culture	Deans, Directors & Coordinators	$ 85,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 88,434	$ 90,203	$ 92,007
Campus Director of Operations and	Operation / Business Manager	$ 85,000	0.0	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ -	$ 88,434	$ 90,203	$ 92,007
Data Lead/PEIMS Coordinator	Administrative Staff	$ 50,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 50,000	$ 51,000	$ 52,020	$ 53,060	$ 54,122
Ops Associate and Tech Support	Administrative Staff	$ 45,000	0.5	1.0	1.0	1.0	1.0	1.0		$ 22,500	$ 45,000	$ 45,900	$ 46,818	$ 47,754	$ 48,709
Secretary	Administrative Staff	$ 37,000	0.0	1.0	1.0	1.0	1.0	1.0		$ -	$ 37,000	$ 37,740	$ 38,495	$ 39,265	$ 40,050
Nurse	Nurse	$ 55,000	0.0	0.5	0.5	0.5	1.0	1.0		$ -	$ 27,500	$ 28,050	$ 28,611	$ 58,366	$ 59,534
Expert Teachers (SPED &/or ESL cert.)	Teachers - Regular	$ 79,000	0.0	4.0	8.0	12.0	12.0	12.0		$ -	$ 316,000	$ 644,640	$ 986,299	$ 1,006,025	$ 1,026,146
Lead Teachers (SPED and/or ESL cert.)	Teachers - Regular	$ 66,000	0.0	4.0	8.0	12.0	12.0	12.0		$ -	$ 264,000	$ 538,560	$ 823,997	$ 840,477	$ 857,286
12th Grade and Elective Teachers	Teachers - Regular	$ 64,000	0.0	0.0	0.0	0.0	6.0	6.0		$ -	$ -	$ -	$ -	$ 407,504	$ 415,654
Teaching Fellows	Teaching Assistants	$ 30,000	0.0	12.0	24.0	36.0	38.0	38.0		$ -	$ 360,000	$ 734,400	$ 1,123,632	$ 1,209,777	$ 1,233,973
Art Teachers	Teachers - Regular	$ 64,000	0.0	0.5	1.0	2.0	2.0	2.0		$ -	$ 32,000	$ 65,280	$ 133,171	$ 135,835	$ 138,551
SPED Teachers	Teachers - SPED	$ 66,000	0.0	1.0	2.0	3.0	4.0	4.0		$ -	$ 66,000	$ 134,640	$ 205,999	$ 280,159	$ 285,762
Math Teachers	Teachers - Regular	$ 66,000	0.0	2.0	4.0	6.0	8.0	8.0		$ -	$ 132,000	$ 269,280	$ 411,998	$ 560,318	$ 571,524
ESL Teachers	Specialty Teachers	$ 64,000	0.0	1.0	2.0	2.0	3.0	3.0		$ -	$ 64,000	$ 130,560	$ 133,171	$ 203,752	$ 207,827
Foreign Language Teachers	Teachers - Regular	$ 64,000	0.0	2.0	4.0	4.0	4.0	4.0		$ -	$ 128,000	$ 261,120	$ 266,342	$ 271,669	$ 277,103
PE Teachers	Teachers - Regular	$ 64,000	0.0	0.5	1.0	1.0	1.0	1.0		$ -	$ 32,000	$ 65,280	$ 66,586	$ 67,917	$ 69,276
HS Counselors (Guidance, College)	Therapists & Counselors	$ 64,000	0.0	1.0	2.0	4.0	8.0	8.0		$ -	$ 64,000	$ 130,560	$ 266,342	$ 543,338	$ 554,205
HS Internship Coordinator	Other - Instructional	$ 55,000	0.0	0.0	0.0	1.0	2.0	2.0		$ -	$ -	$ -	$ 57,222	$ 116,733	$ 119,068
										$ -	$ -	$ -	$ -	$ -	$ -
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										$ -	$ -	$ -	$ -	$ -	$ -
Total		$ 1,808,000	2.0	35.5	63.5	94.5	113.0	113.0		$ 259,500	$ 2,084,500	$ 3,613,350	$ 5,551,054	$ 6,860,710	$ 6,997,924

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Arcadia High School

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	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2026	2027	2026	2027	2028	2029	2030	2031		
			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		2,681,741			100.00%	50.00%	33.33%	0.00%		Arcadia Schools' revenue projections are based on
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	666,811	233,189			-100.00%	0.00%	0.00%	0.00%	The CSP grant contributes $900,000 in startup funds, with $666,811 allocated in the planning year. Refer to Section IV. Start-Up Plan in the narrative for additional details and disaggregated costs of the proposed CSP budget.	The CSP grant contributes $900,000 in startup funds, with $233,189 allocated in Y1. Refer to Section IV. Start-Up Plan in the narrative for additional details and disaggregated costs of the proposed CSP budget.
Other Federal Revenues		236,369			100.00%	50.00%	33.33%	0.00%		Other federal revenue is estimated at $1,059 per student annually, based on statewide averages.
TOTAL FEDERAL REVENUES	666,811	469,558								
TOTAL LOCAL & OTHER REVENUES	1,000,000	1,000,000			0.00%	0.00%	-100.00%	0.00%	Arcadia seeks $4.0M to cover planning, facility renovations, and growth costs: $1.0M in the planning year and $3.0M during the growth years. This includes in-kind support from the School Empowerment Network (SEN),grant applications to the Charter School Growth Fund, Brown Foundation, and New School Venture Fund. For detailed information, refer to the attachment Evidence of Financial Support. Arcadia has a contingency plan to address any funding gaps, as detailed in the Contingencies section of the Budget Narrative	Arcadia seeks $4.0M to cover planning, facility renovations, and growth costs: $1.0M in the planning year and $3.0M during the growth years. This includes in-kind support from the School Empowerment Network (SEN),grant applications to the Charter School Growth Fund, Brown Foundation, and New School Venture Fund. For detailed information, refer to the attachment Evidence of Financial Support. Arcadia has a contingency plan to address any funding gaps, as detailed in the Contingencies section of the Budget Narrative
TOTAL REVENUE	$ 1,666,811	$ 4,151,299								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	177,000	177,000							The Superintendent's role, funded partly by CSP planning funds, is estimated to involve 80% of their time on allowable planning activities. The salary range is $120k–$177k; we conservatively budgeted the high end but will adjust after board approval.	CSP note: In Year 1 we anticipate 60% of the Superintendent's time to be associated with the planning phase, up to the first 30 days of schools, in refining the educational model and partaking in critical professional development.
Instructional Management	60,000	205,000							A Principal will join the team mid-year (approximately January 2026), allowing time to lead and participate in mission-based onboarding and collaboration with the Superintendent. This position will also be 80% funded with CSP planning monies.	CSP note : In Year 1 we anticipate 60% of the Principal's time and 30% of the newly hired AP-Teacher Teams to be associated with the planning phase, up to the first 30 days , in refining the educational model and partaking in critical PD.
Deans, Directors & Coordinators	-	85,000								The Director of Student Support Services joins the team to ensure access to high-quality education for all students with diverse learning needs
CFO / Director of Finance	-	-								
Operation / Business Manager	-	-								
Administrative Staff	22,500	132,000							An Operations Associate will join the team mid-year (approximately February 2026), to support ops planning and IT services.	In Y1, a Data Analyst/PEIMS Coordinator will join Arcadia and will be responsible for the collection and reporting of PEIMS data. A School Secretary will also join the administrative team.
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 259,500	$ 599,000								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	904,000							All salaries are aligned with or above local benchmarks, based on comparisons with Alief ISD and surrounding districts. Starting in Year 2, salaries incorporate a 2% annual cost-of-living adjustment (COLA).	CSP note: In Year 1 we anticipate 30% of the newly hired Expert Teachers, and 20% of the newly hired Lead Teachers to be associated with the planning phase, up to the first 30 days , in refining the educational model and partaking in critical PD.
Teachers - SPED	-	66,000								
Substitute Teachers	-	-								
Teaching Assistants	-	360,000								
Specialty Teachers	-	64,000								

Arcadia High School
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	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2026	2027	2026	2027	2028	2029	2030	2031		
Aides	-	-								
Therapists & Counselors	-	64,000								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 1,458,000								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	27,500								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 27,500								
TOTAL PERSONNEL EXPENSES	$ 259,500	$ 2,084,500								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	Arcadia will opt out of Social Security pursuant to Section 218 of the Social Security Act	Arcadia will opt out of Social Security pursuant to Section 218 of the Social Security Act
Medicare	$3,763	30,225	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	Based on the IRS Social Security and Medicare withholding rates applied to wages.	https://www.irs.gov/taxtopics/tc751
State Unemployment	$3,010	24,180	1.16%	1.16%	1.16%	1.16%	1.16%	1.16%	Modeled on data from the Texas Workforce Commission for 2023, reflecting the average employer tax rate.	https://www.twc.texas.gov/news/twc-lowers-taxes-texas-employers-2023
Worker's Compensation Insurance	$1,687	13,549	0.65%	0.65%	0.65%	0.65%	0.65%	0.65%	Estimated at an average cost of $32 per employee per month, equating to $384 per employee annually.	
TRS Public Employer Contribution (2%) + TRS Care Contribution (0.75%)	$7,136	57,324	2.75%	2.75%	2.75%	2.75%	2.75%	2.75%	Includes a 2% public employer contribution and a 0.75% TRS care contribution, based on Teacher Retirement System of Texas rates.	https://www.trs.texas.gov/Pages/re_contribution_rates.aspx
		-								
Health Insurance	$20,760	166,760	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	Modeled on generous School Empowerment Network (SEN) and other industry benchmarks.	
Dental Insurance	$2,595	20,845	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	Modeled on generous School Empowerment Network (SEN) and other industry benchmarks.	
Vision Insurance		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	-	
Life Insurance		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	$12,326	99,014	4.75%	4.75%	4.75%	4.75%	4.75%	4.75%	Combined with TRS contributions, Arcadia's total retirement contribution equals 7.5% of salaries.	
Stipends, Board-approved performance incentive compensation, and Talent Retention	$7,500	20,845	2.89%	1.00%	1.00%	1.00%	1.00%	1.00%	In Year 0 $7,500 are allocated to compensate teachers for their time during the induction period.	Allocated to support high-need roles such as SPED-certified and ESL-certified educators, as well as to provide retention incentives.
		-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
TOTAL PAYROLL TAXES AND BENEFITS	$ 58,777	$ 432,742								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 318,277	$ 2,517,242								
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	$25,000	84,000			42.86%	5.00%	14.29%	0.00%	Budget for outsourced CFO/bookkeeping and payroll service. Based on preliminary estimates provided by Vertex Education, with $25,000 budgeted in Year 0	Budget for outsourced CFO/bookkeeping and payroll service. Based on preliminary estimates provided by Vertex Education: Economies of scale applied: $350 per student in Y1; $250 per student in Y2; $175 per student in Y3 and $150 per student at scale.
Legal	$25,000	14,400			100.00%	27.08%	19.67%	0.00%	Initial setup costs of $25,000 in Year 0	Arcadia Schools relied on statewide open-enrollment charter school financial data from FY 2023 to benchmark and estimate costs. Economies of scale applied: $60 per student (first 500 student); $30 per student for all students above 500
Management Company Fee	$0	-			0.00%	0.00%	0.00%	0.00%		Arcadia Schools will not incur management company fees, as the school will not participate in a CMO structure.
Nurse Services										Considered in personnel
Food Service / School Lunch	$0	60,000			100.00%	50.00%	33.33%	0.00%		Arcadia Schools relied on statewide open-enrollment charter school financial data from FY 2023 to benchmark and estimate costs. Budgeted at $250 per student annually.
Payroll Services										Considered in Accounting / Audit

Arcadia High School
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	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2026	2027	2026	2027	2028	2029	2030	2031		
Special Ed Services	$0	79,940			97.14%	49.28%	33.98%	0.00%		Arcadia relied on statewide open-enrollment charter school financial data from FY 2023: $2,284 per special education student enrolled. To contract with outside agencies to provide services, such as occupational and physical therapy.
Titlement Services (i.e. Title I)	$0	20,580			100.00%	50.00%	33.33%	0.00%		Arcadia relied on statewide open-enrollment charter school financial data from FY 2023. Budgeted at $98 per economically disadvantaged student annually.
Directors and Officers Insurance	$0	5,000			0.00%	0.00%	0.00%	0.00%		
Substitute Teachers	$0	14,000			100.00%	50.00%	78.57%	1.33%		Substitute services are budgeted at 1% of teacher salaries. When necessary, Arcadia will partner with local organizations, such as Substitute Solutions, to secure well-qualified substitutes who align with our educational vision.
Security Officer	$0	40,000			2.00%	2.00%	2.00%	2.00%		$40,000 starting in Y1 for a security officer
TOTAL	$ 50,000	$ 317,920								
SCHOOL OPERATIONS										
Board Expenses	3,600	3,600			0.00%	0.00%	0.00%	0.00%	$3,600 annually, starting in Year 0, to cover materials needed for meetings and required training.	**NOTE: Unless specified otherwise, Arcadia Schools used statewide open-enrollment charter school financial data from FY 2023 as a benchmark to estimate costs for the budget lines in this section (School Operations).**
Classroom / Teaching Supplies & Materials	$25,200	25,200			300.00%	50.00%	33.33%	0.00%	**Half of the amount for incoming 9th graders will be purchased in Year 0, with the remaining half allocated for Year 1.** **CSP Note: 30% of the budget is estimated as non-consumable supplies, to be purchased with CSP funds.**	Budgeted at $210 per student annually. CSP note: 30% of the budget is estimated as non-consumable supplies, to be purchased with CSP funds.
Special Ed Supplies & Materials	-	2,450			97.14%	49.28%	33.98%	0.00%		Budgeted at $70 per SPED student annually.
Textbooks / Workbooks	$16,800	16,800			300.00%	50.00%	33.33%	0.00%	**Half of the amount for incoming 9th graders will be purchased in Year 0, with the remaining half allocated for Year 1.** **CSP Note: 30% of the budget is estimated as non-consumable supplies, to be purchased with CSP funds.**	Budgeted at $140 per student annually. CSP note: 30% of the budget is estimated as non-consumable supplies, to be purchased with CSP funds.
Supplies & Materials other	$10,800	10,800			300.00%	50.00%	33.33%	0.00%	**Half of the amount for incoming 9th graders will be purchased in Year 0, with the remaining half allocated for Year 1.**	Budgeted at $90 per student annually
Equipment / Furniture	$160,000	25,200			100.00%	50.00%	33.33%	0.00%	An initial investment of $160,000 in Year 0 will cover the setup, including mobile desks to enable adaptive classroom layouts, to be paid for with CSP funds.	**An annual budget of $105 per student will address ongoing equipment and furniture needs.** **CSP note: In Year 1, $33,600 of startup equipment and furniture will be purchased with CSP funds.**
Telephone	$0	12,000			0.00%	0.00%	0.00%	0.00%		Budgeted at $12,000 annually starting in Year 1.
Technology	$244,000	156,000			17.31%	6.56%	-20.00%	0.00%	**Initial setup in Year 0 requires $244,000 for smartboards (28 units at $4,000), student devices (240 units at $400), and staff laptops (36 units at $1000), to be paid for with CSP funds.**	Annual budget will scale to cover licenses, replacements, and additional devices: $156k in Y1 ($130,500 covered with CSP funds). At steady state, the budget includes $60k for replacements and $96k for licenses, including AI-driven one-on-one tutoring.
Student Testing & Assessment	-	9,600			100.00%	50.00%	33.33%	0.00%		Budgeted at $40 per student annually, significantly higher than statewide benchmarks to support Arcadia's comprehensive assessment strategy.
Field Trips	-	9,600			100.00%	50.00%	33.33%	0.00%		Budgeted at $40 per student annually
Transportation (student)	40,000	12,000			100.00%	50.00%	33.33%	0.00%	**In Year 0, $40,000 is allocated for a passenger van to support transportation required by students' IEPs, reduce chronic absenteeism, and provide access to extracurricular activities.**	From Year 1 onward, transportation costs are budgeted at $12,000 in Year 1, increasing to $48,000 when the school is at full scale. At scale, $48,000 will fund 2,400 rides annually at $20 per ride for students with the greatest transportation needs.

Arcadia High School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	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
	2026	2027	2026	2027	2028	2029	2030	2031		
Student Services - other	$8,400	8,400			300.00%	50.00%	33.33%	0.00%	Half of the amount for incoming 9th graders will be purchased in Year 0, with the remaining half allocated for Year 1.	Budgeted at $70 per student annually for counseling supplies.
Office Expense	-	19,200			100.00%	27.08%	19.67%	0.00%		Budgeted at $80 per student annually for the first 500 students, with $40 per additional student.
Staff Development	10,000	24,000			100.00%	50.00%	33.33%	0.00%	$10,000 in Year 0 for pre-opening training (covered with CSP funds),	Budgeted at $100 per student annually, scaling to $96,000 in Year 4. Includes PD, coaching, and instructional support for implementing RBIS. CSP note: In Year 1, $12,000 is expected to be covered by CSP for critical startup training
Staff Recruitment	7,500	7,500			0.00%	-33.33%	0.00%	0.00%	To build Arcadia's robust staff pipeline, $7,500 is budgeted annually during the planning and growth years.	To build Arcadia's robust staff pipeline, $7,500 is budgeted annually during the growth years and $5,000 annually at scale. This funding supports tools and outreach to recruit social mission-driven staff, including teaching fellows from the community..
Student Recruitment / Marketing	22,500	22,500			-55.56%	0.00%	0.00%	0.00%	$45,000 split between Years 0 and 1 (50% anticipated to be supported by CSP funds), with $10,000 annually from Year 2 onward.	$45,000 split between Years 0 and 1 (50% anticipated to be supported by CSP funds), with $10,000 annually from Year 2 onward.
School Meals / Lunch										Budgeted in Contracted Services
Travel (Staff)	-	2,400			100.00%	50.00%	33.33%	0.00%		Staff travel for conferences is budgeted at $10 per student annually. This results in $2,400 in Year 1, growing to $9,600 at scale.
Fundraising	-	30,000			0.00%	0.00%	-100.00%	-100.00%		To support operations during growth years, $30,000 is budgeted annually for Years 1-3. No fundraising is budgeted at scale, as Arcadia will not depend on fundraising to balance its budget.
After School Program	-	6,000			100.00%	50.00%	33.33%	0.00%		Budgeted at $25 per student annually, starting with $6,000 in Year 1 and growing to $24,000 at scale. The After School Program will consist of cocurricular and extracurricular activities to enhance classroom instruction
HQIM	-	48,000			100.00%	50.00%	33.33%	0.00%		Budgeted at $200 per student annually, starting with $48,000 in Year 1 and growing to $192,000 at scale. Includes purchasing or licensing curriculum materials, teacher resources, and aligned assessments.
Student Information System (SIS) - Cloud-based subscription	-	7,200			100.00%	50.00%	33.33%	0.00%		Budgeted at $30 per student.
TOTAL SCHOOL OPERATIONS	**$ 548,800**	**$ 458,450**								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	21,600			100.00%	27.08%	19.67%	0.00%		Arcadia is finalizing an agreement with Étoile Academy Charter School for a rent-free facility. A support letter from the superintendent is included in the attachments section.
Janitorial Services	-	117,236			4.00%	4.00%	4.00%	4.00%		Starting in Year 1, $117,236 is allocated annually for Arcadia's share of the cost of janitorial services, with a 4% annual inflation adjustment. To be cautious while finalizing the sublease agreement with Étoile, this budget exceeds their estimate.
Building and Land Rent / Lease	-	-			4.00%	4.00%	4.00%	4.00%		There will be NO RENT charged for the facility; Arcadia will only be responsible for operational costs. For more details, please refer to the Superintendent of Étoile Academy's letter of support.

Arcadia High School
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	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
	2026	2027	2026	2027	2028	2029	2030	2031		
Repairs & Maintenance	-	133,244			4.00%	4.00%	4.00%	4.00%		Starting in Year 1, $133,244 is allocated annually for Arcadia's share of the cost of maintenance, with a 4% annual inflation adjustment. To be cautious while finalizing the sublease agreement with Étoile, this budget exceeds their estimate.
Security Services	-	150,363			4.00%	4.00%	4.00%	4.00%		Starting in Year 1, $150,363 is allocated annually for Arcadia's share of the cost of security systems, with a 4% annual inflation adjustment. To be cautious while finalizing the sublease agreement with Étoile, this budget exceeds their estimate.
Utilities	-	105,564			4.00%	4.00%	4.00%	4.00%		Starting in Year 1, $105,564 is allocated annually for Arcadia's share of the cost of utilities and internet, with a 4% annual inflation adjustment. To be cautious while finalizing the sublease agreement with Étoile, this budget exceeds their estimate.
Internet	-	-								Included in utilities
Facility Renovation Work	650,000	250,000			80.00%	0.00%	-100.00%	-100.00%	Facility renovations are budgeted at $1.8 million over four years to enhance learning spaces. In Year 0, $650k will address critical pre-opening needs, including making the building code-compliant and preparing learning spaces for 9th graders.	Renovations are budgeted at $250,000 in Year 1, with $450,000 allocated annually in Years 2 and 3 to improve learning spaces for team teaching and personalized learning.
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 650,000**	**$ 778,007**								
RESERVES / CONTIGENCIES	-	24,000			100.00%	50.00%	33.33%	0.00%		The budget includes a contingency line to increase net assets (fund balance) to enable Arcadia to better address unexpected expenses, equivalent to $100 per student. At full scale this amounts to $96,000, representing nearly 1.0% of the total budget.
TOTAL EXPENSES	**$ 1,567,077**	**$ 4,095,619**								
NET OPERATING INCOME (before Depreciation)	**$ 99,734**	**$ 55,680**								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 99,734**	**$ 55,680**								

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Arcadia High School

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
SUMMARY						
Total Revenue	1,666,811	4,151,299	6,836,220	9,754,330	11,672,441	11,672,441
Total Expenses	1,567,077	4,095,619	6,794,831	9,667,101	11,284,351	11,474,686
Net Operating Income (before Depreciation)	99,734	55,680	41,390	87,230	388,089	197,755
Revenue Per Pupil		17,297.08	14,242.13	13,547.68	12,158.79	12,158.79
Expenses Per Pupil		17,065.08	14,155.90	13,426.53	11,754.53	11,952.80
REVENUE						
TOTAL STATE REVENUES		2,681,741	5,363,482	8,045,223	10,726,965	10,726,965
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	666,811	233,189	-	-	-	-
Other Federal Revenues	-	236,369	472,738	709,107	945,476	945,476
TOTAL FEDERAL REVENUES	666,811	469,558	472,738	709,107	945,476	945,476
TOTAL LOCAL & OTHER REVENUES	$ 1,000,000	1,000,000	1,000,000	1,000,000	-	-
TOTAL REVENUE	**$ 1,666,811**	**$ 4,151,299**	**$ 6,836,220**	**$ 9,754,330**	**$ 11,672,441**	**$ 11,672,441**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	177,000	177,000	180,540	184,151	187,834	191,590
Instructional Management	60,000	205,000	209,100	460,897	560,318	571,524
Deans, Directors & Coordinators	-	85,000	86,700	176,868	180,405	184,013
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	88,434	90,203	92,007
Administrative Staff	22,500	132,000	134,640	137,333	140,079	142,881
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 259,500**	**$ 599,000**	**$ 610,980**	**$ 1,047,683**	**$ 1,158,839**	**$ 1,182,016**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	904,000	1,844,160	2,688,394	3,289,745	3,355,540

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
Teachers - SPED	-	66,000	134,640	205,999	280,159	285,762
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	360,000	734,400	1,123,632	1,209,777	1,233,973
Specialty Teachers	-	64,000	130,560	133,171	203,752	207,827
Aides	-	-	-	-	-	-
Therapists & Counselors	-	64,000	130,560	266,342	543,338	554,205
Other - Instructional	-	-	-	57,222	116,733	119,068
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 1,458,000**	**$ 2,974,320**	**$ 4,474,760**	**$ 5,643,504**	**$ 5,756,374**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	27,500	28,050	28,611	58,366	59,534
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 27,500**	**$ 28,050**	**$ 28,611**	**$ 58,366**	**$ 59,534**
TOTAL PERSONNEL EXPENSES	**$ 259,500**	**$ 2,084,500**	**$ 3,613,350**	**$ 5,551,054**	**$ 6,860,710**	**$ 6,997,924**
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	3,763	30,225	52,394	80,490	99,480	101,470
State Unemployment	3,010	24,180	41,915	64,392	79,584	81,176
Worker's Compensation Insurance	1,687	13,549	23,487	36,082	44,595	45,487
TRS Public Employer Contribution (2%) + TRS Care	7,136	57,324	99,367	152,654	188,670	192,443
-	-	-	-	-	-	-
Health Insurance	20,760	166,760	289,068	444,084	548,857	559,834
Dental Insurance	2,595	20,845	36,134	55,511	68,607	69,979
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	12,326	99,014	171,634	263,675	325,884	332,401
Stipends, Board-approved performance incentive	7,500	20,845	36,134	55,511	68,607	69,979
-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 58,777**	**$ 432,742**	**$ 750,131**	**$ 1,152,399**	**$ 1,424,283**	**$ 1,452,769**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 318,277**	**$ 2,517,242**	**$ 4,363,481**	**$ 6,703,453**	**$ 8,284,993**	**$ 8,450,693**
CONTRACTED SERVICES						

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
Accounting / Audit	25,000	84,000	120,000	126,000	144,000	144,000
Legal	25,000	14,400	28,800	36,600	43,800	43,800
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	60,000	120,000	180,000	240,000	240,000
Payroll Services	-	-	-	-	-	-
Special Ed Services	-	79,940	157,596	235,252	315,192	315,192
Titlement Services (i.e. Title I)	-	20,580	41,160	61,740	82,320	82,320
Directors and Officers Insurance	-	5,000	5,000	5,000	5,000	5,000
Substitute Teachers	-	14,000	28,000	42,000	75,000	76,000
Security Officer	-	40,000	40,800	41,616	42,448	43,297
TOTAL	**$ 50,000**	**$ 317,920**	**$ 541,356**	**$ 728,208**	**$ 947,760**	**$ 949,609**

SCHOOL OPERATIONS

Board Expenses	3,600	3,600	3,600	3,600	3,600	3,600
Classroom / Teaching Supplies & Materials	25,200	25,200	100,800	151,200	201,600	201,600
Special Ed Supplies & Materials	-	2,450	4,830	7,210	9,660	9,660
Textbooks / Workbooks	16,800	16,800	67,200	100,800	134,400	134,400
Supplies & Materials other	10,800	10,800	43,200	64,800	86,400	86,400
Equipment / Furniture	160,000	25,200	50,400	75,600	100,800	100,800
Telephone	-	12,000	12,000	12,000	12,000	12,000
Technology	244,000	156,000	183,000	195,000	156,000	156,000
Student Testing & Assessment	-	9,600	19,200	28,800	38,400	38,400
Field Trips	-	9,600	19,200	28,800	38,400	38,400
Transportation (student)	40,000	12,000	24,000	36,000	48,000	48,000
Student Services - other	8,400	8,400	33,600	50,400	67,200	67,200
Office Expense	-	19,200	38,400	48,800	58,400	58,400
Staff Development	10,000	24,000	48,000	72,000	96,000	96,000
Staff Recruitment	7,500	7,500	7,500	5,000	5,000	5,000
Student Recruitment / Marketing	22,500	22,500	10,000	10,000	10,000	10,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	2,400	4,800	7,200	9,600	9,600
Fundraising	-	30,000	30,000	30,000	-	-
After School Program	-	6,000	12,000	18,000	24,000	24,000

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
HQIM	-	48,000	96,000	144,000	192,000	192,000
Student Information System (SIS) - Cloud-based	-	7,200	14,400	21,600	28,800	28,800
TOTAL SCHOOL OPERATIONS	$ 548,800	$ 458,450	$ 822,130	$ 1,110,810	$ 1,320,259	$ 1,320,259
FACILITY OPERATION & MAINTENANCE						
Insurance	-	21,600	43,200	54,900	65,700	65,700
Janitorial Services	-	117,236	121,925	126,802	131,875	137,150
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	133,244	138,574	144,117	149,881	155,877
Security Services	-	150,363	156,378	162,633	169,138	175,903
Utilities	-	105,564	109,787	114,178	118,745	123,495
Internet	-	-	-	-	-	-
Facility Renovation Work	650,000	250,000	450,000	450,000	-	-
-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 650,000	$ 778,007	$ 1,019,863	$ 1,052,630	$ 635,339	$ 658,125
RESERVES / CONTIGENCIES	-	24,000	48,000	72,000	96,000	96,000
TOTAL EXPENSES	$ 1,567,077	$ 4,095,619	$ 6,794,831	$ 9,667,101	$ 11,284,351	$ 11,474,686
NET OPERATING INCOME (before Depreciation)	$ 99,734	$ 55,680	$ 41,390	$ 87,230	$ 388,089	$ 197,755
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	$ 99,734	$ 55,680	$ 41,390	$ 87,230	$ 388,089	$ 197,755

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Arcadia High School
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		223.200
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.078
Resource Room (Code 41& 42)	3.0	2.216
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		2.293
Total Special Education Weighted FTE		7.035
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	26.040
Career & Technology FTEs Tier 1	1.10	0.310
Career & Technology FTEs Tier 2	1.28	7.440
Career & Technology FTEs Tier 3	1.47	5.115
Total Career & Technology FTEs (Tier 1 - 3)		12.865
Advanced Career & Technology Education Count for P-Tech & New Tech Network ADA	$ 50	0.000
Regular Program ADA		208.042
Gifted and Talented Enrollment	0.07	12
Dyslexia & Related Disorders SPED & Non-SPED Enrollment	0.10	9
Early Education ADA	0.10	0.000
State Compensatory Education Enrollment	0.25	210
Pregnancy Related FTEs	2.41	0.000
Bilingual LEP ADA	0.10	99.510
Bilingual LEP Dual Language One-Way, Two-Way ADA	0.15	27.900
Bilingual Non LEP Dual Language One-Way, Two-Way ADA	0.05	0.930
Total Weighted Average Daily Attendance (WADA)		371.482
State Average Funding Components		
Per Capita Rate		$ 622.196
District Basic Allotment (DBA)		$ 6,160
Small and Mid-size Allotment TEC 48.101		$ 1,101
School Safety Allotment TEC 48.115		$ 10.00
District Tax Rate Level 1 (DTR1)		$ 0.0702
Level 1 Entitlement		$ 129.52
District Tax Rate Level 2 (DTR2)		$ 0.0304
Level 2 Entitlement		$ 49.280
Interest & Sinking Rate		$ 0.0401

EDA Guaranteed Yield		$ 40.00
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 1,281,537
Small and Mid-size Allotment TEC 48.101		$ 229,054
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 87,364
99-New Instructional Facility Allotment		$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		$ -
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		$ 5,544
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		$ 5,174
School Safety Allotment TEC 48.115		$ 2,232
Special Education Detail:		
Regular Special Education		$ 43,334
Mainstream		$ 184,467
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)		$ 227,801
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		$ 126,220
Advanced CTE Allotment P-Tech & New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ 126,220
State Compensatory Education Detail:		
State Compensatory Allotment		$ 323,400
Pregnancy Related		$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		$ 323,400
Transportation Detail:		
Regular		$ -
Private		$ -
Special Education		$ -
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ -
TOTAL COST OF TIER I / STATE SHARE OF TIER I		$ 2,288,327
TIER II		
Tier II Level 1		$ 337,762
Tier II Level 2		$ 55,652
TOTAL TIER II		$ 393,415
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		No
Charter Schools Facility Funding TEC 12.106(d).		$ -
TOTAL OTHER PROGRAMS		$ -
TOTAL STATE AID		$ 2,681,741
Available School Fund (ASF)		$ -
Foundation School Fund (FSF)		$ 2,681,741

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Arcadia High School

PAYMENT FORMULA EXAMPLE

Total State Aid	$	2,681,741
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	2,681,741

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 222,585
October	11	9.1%	$ 223,783
November	10	10.1%	$ 225,773
December	9	11.1%	$ 223,066
January	8	12.4%	$ 221,530
February	7	14.4%	$ 225,361
March	6	16.6%	$ 222,381
April	5	19.9%	$ 222,335
May	4	25.1%	$ 224,627
June	3	33.2%	$ 222,540
July	2	49.7%	$ 222,537
August	1	100.0%	$ 225,224
		Total Payments	**$ 2,681,741**

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Arcadia High School

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
REVENUE						
Total State Revenues		$ 2,681,741	$ 5,363,482	$ 8,045,223	$ 10,726,965	$ 10,726,965
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 666,811	$ 233,189	$ -	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 236,369	$ 472,738	$ 709,107	$ 945,476	$ 945,476
Total Federal Revenues	$ 666,811	$ 469,558	$ 472,738	$ 709,107	$ 945,476	$ 945,476
Total Local and Other Revenue	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ 1,000,000	$ -	$ -
TOTAL REVENUE	**$ 1,666,811**	**$ 4,151,299**	**$ 6,836,220**	**$ 9,754,330**	**$ 11,672,441**	**$ 11,672,441**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 259,500	$ 599,000	$ 610,980	$ 1,047,683	$ 1,158,839	$ 1,182,016
Total Instructional Personnel Costs	$ -	$ 1,458,000	$ 2,974,320	$ 4,474,760	$ 5,643,504	$ 5,756,374
Total Non-Instructional Personnel Costs	$ -	$ 27,500	$ 28,050	$ 28,611	$ 58,366	$ 59,534
Total Payroll Taxes and Benefits	$ 58,777	$ 432,742	$ 750,131	$ 1,152,399	$ 1,424,283	$ 1,452,769
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 318,277**	**$ 2,517,242**	**$ 4,363,481**	**$ 6,703,453**	**$ 8,284,993**	**$ 8,450,693**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 50,000	$ 317,920	$ 541,356	$ 728,208	$ 947,760	$ 949,609
Total School Operations	$ 548,800	$ 458,450	$ 822,130	$ 1,110,810	$ 1,320,259	$ 1,320,259
Total Facilities Operations and Maintenance	$ 650,000	$ 778,007	$ 1,019,863	$ 1,052,630	$ 635,339	$ 658,125
Reserves / Contingencies	$ -	$ 24,000	$ 48,000	$ 72,000	$ 96,000	$ 96,000
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 1,248,800**	**$ 1,578,377**	**$ 2,431,349**	**$ 2,963,648**	**$ 2,999,358**	**$ 3,023,993**
TOTAL EXPENSES	**$ 1,567,077**	**$ 4,095,619**	**$ 6,794,831**	**$ 9,667,101**	**$ 11,284,351**	**$ 11,474,686**
NET OPERATING INCOME (before depreciation)	**$ 99,734**	**$ 55,680**	**$ 41,390**	**$ 87,230**	**$ 388,089**	**$ 197,755**
STUDENT ENROLLMENT						
Projected Student Enrollment		240	480	720	960	960
Revenue Per Pupil		$ 17,297	$ 14,242	$ 13,548	$ 12,159	$ 12,159
Expenses Per Pupil		$ 17,065	$ 14,156	$ 13,427	$ 11,755	$ 11,953