San Antonio Independent School District

141 Lavaca

San Antonio, TX 78210

(210) 554-2200

APPLICATION FOR AN INTERNAL CHARTER SCHOOL

Date: December 13, 2016

Name of Proposed Charter School: Advanced Learning Academy

Type of Internal Charter School Sought: New Campus Charter

Primary Contact Person of Proposed School: Kathy Bieser

Title: Advanced Learning Academy

Address: 637 N. Main Ave. San Antonio, Texas 78205

Phone Number: (210) 738-9730

Proposed Charter Site Address: see above

Grade Levels: PK-12

Expected Initial Enrollment: 550   Projected Maximum Enrollment: 1066

Approximate percentage of each student population in all applicable categories:

Hispanic: 84%   White: 9%   African American: 5%

Asian: 1%   LEP: 9%   Economically Disadvantaged: 52%

At Risk: 33%

Review and consideration of application	**Date received: 11-16-16**
Review Dates:	
Preliminary Technical Review _____	
Final Technical Review _____	**Approved:** _____
Panel Review _____	**Not approved:** _____
Superintendent Consideration 12-2-16____	
Board of Trustee Review _____	**Beginning date of operation:** July 1, 2017

Contents

PURPOSE AND NEED

The Advanced Learning Academy (ALA) grew from an innovative, three-way partnership between San Antonio ISD, Trinity University and a group of dedicated philanthropic citizens assembled into a collaborative called City Education Partners. The final name of the school is yet to be determined, as we want to honor and include the voices of the students, families and community in proposing a final name to the SAISD Board of Trustees. Until that takes place, it will be referred to as the Advanced Learning Academy or ALA for the purposes of this proposal.

a. Purpose: These three entities are "partners in aspiration" in the design and development of a shared education endeavor that both provides an enriched and challenging educational experience for the students of San Antonio as well as a rich learning laboratory for aspiring teachers and principals, which will enhance the talent pipeline in SAISD. The school is designed as a PK-12 lottery for students who are seeking academic challenge and a new kind of learning environment that brings a gifted education to all students.

b. Distinguishing Characteristics: ALA is designed as a PK-12 Academy, across two school campuses (the former Austin Academy housing PK-3 and Fox Tech High School housing grades 4-12). Key characteristics distinguishing it from the district's current programs include multi-age experiences, customized, interdisciplinary project-based curricula, utilization of the proximity to downtown to provide learning beyond the four walls of the classroom, extensive academic electives that include a creative and design-based focus, intentional learning communities within the school, integration of 21st century learning tools through one-to-one devices for each student, career exploration internships, ongoing service learning and engagement, deep university partnerships including full time teacher and principal residencies and dedicated faculty housed at the school, and the development of a pedagogical learning laboratory that can be leveraged by the rest of SAISD for professional learning.

c. Geographical Area of Intended Service: ALA is designed to serve students from across SAISD as well as admitting up to 25% of its students from outside of the district as a citywide school of choice.

MISSION AND GOALS

a. The mission is:

The Advanced Learning Academy is a place that lifts the ceiling on learning for all members of the educational community (students, teachers, families and community) by providing 21st century learning opportunities within a caring and open community and fostering a depth of thinking, problem-solving, creative design and real world applications as students develop deep content knowledge and cutting edge learning skills to prepare them for any and all futures that they can envision.

The school is predicated on a set of four universal goals and high expectations, collaboratively developed with the school design partners and the leadership and teaching faculty, students and families of the school. The Four Universal Goals, which will be further defined in the upcoming sections of the proposal, are:

1. Deep Learning
   - ❖ Authenticity
   - ❖ Integration
   - ❖ Tenacity
   - ❖ Reflection

2. Individuality
   - ❖ Self-advocacy
   - ❖ Voice
   - ❖ Curiosity

3. Flexible Design
   - ❖ Individual needs and learning styles
   - ❖ Student centered grouping
   - ❖ Multi-age experiences
   - ❖ Collaboration

4. Connection
   - ❖ Personal and social awareness
   - ❖ Empathy with meaningful action
   - ❖ Community partnerships

The school is also a Professional Development School with Trinity University. The goal of this partnership is to improve instructional practices among teachers and administrators by providing teacher and principal residencies, research opportunities, and the development of a deep and sustained relationship over time. To facilitate the partnership, Trinity University is the sole teacher and leadership preparation program with which ALA will partner.

b. Proposed Goals for Campus / Number of Students Served

The school is designed as a PK-12 campus, serving a total of 1066 students when at full capacity. During the initial year of the school, the campus opened with grades K-10. The other grade levels will be phased in over the next two academic years. At capacity, the grade level enrollments are targeted as:

Maximum Enrollment over 5 years

Grade	SY 16-17	SY 17-18	SY 18-19	SY 19-20	SY 20-21	SY 21-22
PK		60	60	60	60	60
Kinder	53	60	60	60	60	60
1st	53	60	66	60	66	66
2nd	50	60	66	66	60	66
3rd	61	60	66	66	66	66
4th	66	66	66	66	66	66
5th	66	66	66	66	66	66
6th	85	75	75	80	80	88
7th	50	88	88	88	88	88
8th	36	60	88	88	88	88
9th	17	50	70	88	88	88
10th	14	25	60	80	88	88
11th		25	35	70	88	88
12th			35	45	80	88
TOTAL	**551**	**755**	**901**	**983**	**1044**	**1066**

CURRICULUM AND INSTRUCTIONAL PROGRAM

a. The curriculum will be teacher-designed based on the development of a curriculum map of the Texas Essential Knowledge and Skills (TEKS) that serves as a tool to see the interconnections among the various content areas. The curriculum map facilitates the development of a transdisciplinary curriculum with targeted skill development embedded within it to assure both content and skill mastery. Trinity University Education faculty assigned to the school, in partnership with the school leadership team and SAISD curriculum leaders, will facilitate the curriculum design and the unit development. A variety of curriculum materials, both those available within the district and others available externally, will serve as resources for the unit development as well as skills seminars. The Buck Institute for Education's design strategies for project-based learning will be utilized in the conceptualizing and design of the bigger projects that will drive the curriculum. Its use will be paired with Grant Wiggins' *Understanding by Design* curriculum design model that emphasizes "backwards planning", fostering a strong focus on learning for understanding with an aligned and real world oriented performance assessments. These assessments will be key in documenting students' growth and development over time of the concepts and skills outlined in the TEKS as well as the broader unit goals. Additionally, students will participate in exhibitions of their work and in student led conferences where they will present their digital portfolios of learning to a variety of audiences throughout their PK-12 experience.

Textbook series at the elementary level will be used as resources, particularly in mathematics where a spiraled curricular scope and sequence is essential. Preferred mathematics resources include the Math Investigations series (Pearson) paired with the Math Perspectives materials from Kathy Richardson. We are also using Reasoning Minds online mathematics curriculum with targeted intermediate grade levels. Trade books,

novels and nonfiction resources as well as appropriate, varied media and primary source documents will make up the foundation of the literacy and social studies curricular resources in support of a balanced literacy program that is supportive of a rich humanities approach. Building on the science TEKS, hands-on experimentation and exploration and the requisite materials for this will facilitate the development of the science curriculum as it is interwoven with the other content areas or serves as the driving force of specific interdisciplinary units. FOSS kits and their accompanying units will be used as resources for science unit development, and an alignment of the TEKS with the Next Generation Science Standards which outline essential lines of scientific inquiry will be utilized as well. At the secondary level, ALA will be utilizing a number of innovations in STEM including approaches such as Physics First as a curricular model, which offers an opportunity for the integration of mathematics and science in a mutually reinforcing curricular sequence as the foundation for more advanced science study at the high school level.

b. The methods of instruction that will be utilized grow from the design principles of the school mentioned above and are reflected in both the form and function of the school design. These methods include, but are not limited to, inductive learning, cooperative learning, direct instruction (as appropriate) as well as problem-based learning. A greater explanation of the *Four Universal Goals and High Expectations* is included below and will serve as a foundation for the remainder of the proposal. After each goal, a brief description of the specific instructional strategies that support it will be included in order to offer a view of what the learning program of the school affords the students.

Four Universal Goals and High Expectations Explained

- ❖ **Deeper Learning** is a commitment to providing learning opportunities for students that challenges them to make sense of the world, that allows them to see the connections among the various disciplines and that builds in students the tools and strategies needed to explore the world deeply, ask meaningful questions, seek their own answers, embrace ambiguity and to weigh different perspectives as they formulate their own. Embedded in deeper learning is students having time to discover and explore their own interests, to develop their curiosity, to tackle unsolved problems, to connect their learning to a bigger purpose, to reflect on what, how and why they've learned, and to embrace lifelong learning as an understood way of being for the rapidly changing 21st century.

  Instructionally, the interdisciplinary curricular units paired with authentic assessments support this universal goal and foster the **integration** of learning into a meaningful whole. Units that are designed to unlock a student's understanding of how the world works and asks them to design ways to impact that or make it work better allow students to engage in work that matters, supporting **authenticity**. At the heart of deeper learning, the opportunity to design and create things that matter, present them to authentic audiences, and then **reflect** on their learning are what makes learning memorable and impactful. Hands-on learning opportunities, design-driven projects, community engagement and connections and an infusion of the arts and technology all drive learning to this deeper level for students.

Tenacity is developed by fostering curiosity and learning, which allows students to explore, learn from mistakes, redesign or retry, and celebrate success within an environment that supports the playful spirit of creating new things and embracing the iterative process that real learning requires.

Instructionally, units and learning opportunities are designed to provide students with challenging tasks that reach slightly beyond their zone of proximal development at times to challenge them to try new strategies, play with new ideas and to self-evaluate their own work to decide when additional revisions or additions are needed to improve a work product. It also is reflected in the assessment of essential assignments, offering students rounds of feedback and time for **reflection** as they decide when a project or product is ready for final submission. Teachers assume a role of coach, guide, facilitator, supporter and cheerleader when students begin to drive their own learning, self-assess their own work and join in as co-creators in the learning process.

❖ **Individuality** is a commitment to providing empowering learning experiences that offer students ownership of their learning, helping them to responsibly develop both their **voice** and their choice about their learning pathways. We aspire for students to serve as agents of change and to be co-creators and co-problem solvers with us at the school, offering ideas, posing new questions and authentically engaging in the classroom versus parroting back "what the teacher wants to hear". Essential to student voice and agency is their participation in effective collaboration, development of leadership skills and the development of their own self-management, goal setting and **self-advocacy** to assure that their learning needs and interests are met. Another essential part of this principle is building students' capacity to seek new challenges, push themselves as learners and to communicate with the school about how their learning needs are being met and what other learning challenge or support is needed. Finally, promoting and supporting students' **curiosity** by encouraging them to ask new and novel questions, pursue lines of inquiry of interest to them, connect their outside interests to the learning at school and fostering a culture of wonder and excitement about learning, supports each student and their individual talents and challenges. One structure that has been established is the use of "Wonder Work" or "Genius Time" allowing students to pursue self-directed inquiry in areas of wonder, curiosity, and interest. In addition, the creation of "Maker Spaces" is being developed in order to allow students to design and create new and novel products that are outgrowths of their curiosity and learning.

Instructionally, multi-age experiences allow the opportunity for students to seamlessly move among traditional grade levels to assure that their learning is hitting the "sweet spot" of just enough challenge paired with the right amount of support. It also enables students to work with a variety of age peers as well as ability peers, and to learn to support as well as ask assistance from others in the village as they develop their sense of community and the ownership of their

learning. Students will help in the design of units and learning tasks, will have choice in their content and performance assessments, and will assume varied leadership roles within the classroom, school and community. Students will also have the opportunity to learn to use their "voice" in responsible and effective ways through academic and social decision-making and their own learning goal setting and self-advocacy. The structures of the school, with a variety of traditional as well as academic elective courses, furthers the choices available to students and their ability to pursue their interests and shape their educational pathway.

❖ **Flexible Design** is a commitment to lifting the ceiling on learning for each student based on their **individual needs** and readiness, and offering a variety of different kinds of learning opportunities to best leverage a student's preferred **learning styles**. This means that grouping at the school will not be bound by traditional grade level constructs, but will focus on **student-centered grouping** that maximizes learning opportunities, growth and enrichment for each student.   The structure of the school, its grade levels, and schedules have been built to foster this as well. At the Kindergarten through Third Grade level, classrooms are grouped into "Villages" which are comprised of a Kindergarten, First, Second and Third Grade classroom. A special village will be created for Pre-Kindergarten when it is added within the 2017-18 school year and will be customized developmentally for students to prepare them to join their Village in Kindergarten. There are three different K-3 villages, creating the context for true multi-age instruction to take place. All students mix and work together at certain times in the day, other times they are in groups to meet different skill and learning level needs, and in other times they are intentionally in grade level groups for specific learning activities. This configuration allows for fluidity among the grade levels and learning challenges, based on a student's readiness at that time.   The possibility of acceleration is also supported through this mixed aged structure.   One village is comprised of bilingual and/or ESL certified teachers where students needing English language learning support and services are placed. Teachers certified in special education are also embedded in the teaching teams to monitor students' individualized education plans and to support the development of modifications and accommodations that are needed.

In addition, the structure also fosters deep levels of community building and **collaboration**, since students and their families will know the entire "village" of teachers and remain with them for several consecutive years.

Similarly, Grades 4 and 5, which are located at the Fox Tech campus, are also designed as a multi-age village that allows fluidity among those grade levels. Being located on the Fox Tech campus also allows opportunities to interact productively with the 6th – 10th grade students and teachers. There are also designated bilingual/ESL teachers assigned to the 4th/ 5th grade village to provide language programming for any English language learner as well as special education certified teachers to monitor and support students with IEPs.

At the secondary level, students are grouped into multi-age blocks and participate in substantive integrated learning blocks in the Humanities (ELA and Social Studies) as well as Systems (Mathematics and Science) on a rotating A/B schedule. All students in Grades 6-10 are offered a variety of electives from which to select in fine arts, P.E., academic electives, and thematically based Spanish courses that are multi-age based upon language development. As in other grade levels, ESL certified teachers are included in the teaching teams to support English language learners and special education certified teachers are there to monitor students' individualized education plans and to assist in any modifications or accommodations that are required.

Instructionally, at all levels, interdisciplinary units help students to connect the essential learning, with a focus on project-based explorations that interweave required content and skills with authentic, real-world contexts that take learning outside the four walls of the traditional classroom. Students work in a variety of groups, developing deep collaborative skills and honing their leadership with peers and adult initiatives alike. They also have the opportunity to tap into their own interests through "Wonder Work" structures that support individual or small group explorations of student-selected topics.

Sample schedules for each of the levels of the school are attached as Appendix A to this proposal.

❖ **Connection** is a commitment to creating a culture and structure at the school so that students will learn to interact with a variety of people (whether with age alike peer, cross-age peers, adults within the school, and adults/partners from the broader community) and to work effectively in a variety of settings, both inside and outside of the school. An intentional focus on **personal and social awareness** is an essential part of the school, and forms the foundation of the collaborative and creative work that is the basis of the school. Students, through "home groups", will have the opportunity to establish cross-age level relationships and explicitly work to develop their own learning skills as well as leadership skills in that safe and nurturing setting on a daily basis; home groups consist of students in grades 6-10 (eventually through 12) who remain together as a group and with the same advisor for 6 years. In addition, students will be asked to support one another in the school setting and to offer "service" in the larger community in order to develop their sense of **empathy, responsibility and their capacity to take meaningful action** to support others.

Instructionally, collaborative group work, service learning initiatives, and peer to peer learning and mentoring will all be utilized to build these connections and to develop students' increasingly sophisticated abilities to work effectively with others, problem-solve and build healthy working relationships with the other students, the adults in the school, and the community at large.

c. As an in-district charter school, we hope to receive academically related consultation and support from the Division of Academics, including Advanced Academics, Gifted and Talented, Special Education, Fine Arts, Bilingual / ESL & Migrant, Academic Support, Accountability / Research and Evaluation & Testing, After School Programs, Athletics, Charter / Magnet and Summer Schools, Career and Technical Education, Curriculum and Instruction, Dyslexia, Family and Student Support Services, Federal Programs, Health and Physical Education, Instructional Technology and Learning Services, Integrated English Language Arts and Reading, Writing & Social Studies, Integrated Math and Science, Library Media Services, PEIMS and Data Services, Response to Intervention, School Counseling, Section 504, State Compensatory Education, Student Support Services, Textbooks, Digital and Blended Learning and World Languages. Operationally, we hope to work closely with Human Resources, Physical Plant and Finance and Budgets as we implement the requested autonomies and develop new processes for highly selective hiring practices, effective and creative use of budget and grant funding, and in designing new kinds of learning spaces in the repurposing of facilities at Fox Tech and Austin Academy.

STUDENT ACHIEVEMENT

Goal 1: 100% of K-12 students will develop a digital portfolio and submit a minimum of two work samples per nine-weeks.

Goal 2: 100% of K-12 students will participate in a public exhibition of work two times a year.

Goal 3: 100% of K-12 students will participate in a student-led conference each school year.

a. Student Performance objectives of the Advanced Learning Academy include all students mastering the TEKS and demonstrating strong performance on the STAAR assessment in grades 3-8 as well as on End of Course exams in Algebra I, Biology, English I & II and U.S. History in order to earn a "Met Standard" rating for the school. Of particular focus in the first year of the school will be Index I, since the accountability rating will be assigned based on the High School accountability measures of the new school. In subsequent years, fostering increasing levels of students scoring at the highest levels on the STAAR, indicating Post-Secondary Readiness (Index 4) will be a focus as well as Index 3: Closing Performance Gaps in order to assure equitable learning for all subpopulations of students. The school will strive to earn distinctions in all applicable categories over the first five years of the school's implementation and development.

In addition to STAAR/EOC tests, the school will utilize MAP testing three times per year in all grade levels to assess student progress and growth and to inform specific programming and support for individual students. For secondary students, use of the TSI, PSAT, SAT and ACT will be important indicators of college readiness and allow the students to qualify for academic scholarship programs (via National Merit recognitions) as well as middle level academic enrichment opportunities (such as Duke Talent Search). More than EOCs, these are the high stakes tests for students' academic pursuits beyond their education at ALA and are essential measures that will open post-secondary opportunities for them.

A priority for the school is the development of performance-based assessments where students can demonstrate both what they know as well as what they can do with their learning. This will take the form of students' work exhibitions, digital portfolios of student work and student-led conferences offering the opportunity for students and families to reflect on the deeper learning taking place.

Finally, utilizing different career and interest inventories at various times in their secondary schooling years will be important tools to inform students' goal setting, career exploration internships and advanced research areas.

Beyond formal testing and assessment, qualitative student and parental satisfaction in the school will be a primary element in assessing the effectiveness of this new type of learning setting. Utilizing both surveys and focus groups of parents and students will provide rich information regarding parental and student perceptions of the school culture, learning opportunities, student support services, and overall satisfaction with the educational experience and offer important feedback for the evolution and development of the school and its design. In addition, there will be opportunities for utilizing national surveys and inventories to measure students' social/emotional learning and parent/student satisfaction with the school. There will also be research on teaching and learning to chronicle the "lessons" of the school conducted by Raise Your Hand Texas as well as by Trinity University.

In addition, there will be enhanced options for Course Based Equivalencies and acceleration offered at the school throughout the school year, allowing students to have access to credit by exam and other tools of academic acceleration on an ongoing basis.

b. Implementation of the State Accountability System will follow all TEA guidelines and policies for the required state assessments. No variances are requested from the State accountability system except for students who accelerate in middle grades and are taking high school credit courses as 8th graders (ex. students in 8th grade taking Algebra I for high school credit will be exempted from 8th grade STAAR Math testing and will take the Algebra I EOC instead.) The school will also request flexibility in Physical Education offerings as well as the ability to demonstrate mastery of the state standards and thereby waive explicit minutes per week requirements. This will include the ability to offer P.E. during intersessions or during the summer for up to 2 of the 4 required semesters at the middle grades, creating additional time for curricular and co-curricular offerings in students' schedules.

c. As mentioned earlier, interim student progress will be measured three times per year using the MAP test, allowing individual student academic growth to be monitored and individual as well as group interventions to be developed. This will supplement the ongoing formative assessments that are designed as part of the curricular/instructional program and units of study. At all levels in the school, a strong Response to Intervention system will be developed, focusing on high quality Tier I instruction and offering individualized as well as small group Tier II interventions, both within the school day and in enrichment settings that extend the school day where needed. As specific students need more intensive

intervention based upon identified learning disabilities or other learning challenges, a push-in system of special education will be utilized to provide maximum support in the mainstream setting.

Data from the MAP assessment, STAAR and EOC results and ongoing formative assessments will be reviewed each grading period on a student-by-student basis by the village or team teachers in order to inform learning design needs as well as additional support services or tutoring that is needed. Students, parents and the teaching teams will meet regularly to collaboratively plan support strategies for students who experience academic challenges to ensure that concerted efforts by all involved are leveraged to support the students and their learning.

Standards-based grading will be utilized in PK-12th grades in which students and families will see reports on their student's progress based on the TEKS and supplemental learning standards and goals versus in the traditional letter or numeric grading systems. At the high school level, a hybrid reporting of standards-based grading paired with numeric grading will be utilized to provide students and families a more fine-grained view of their student's performance while also equating student performance with a numeric grade based on the 100-point scale. This will enable a transcript with numeric grades to meet the State requirements while also allowing more in-depth understanding of the learning objectives that have been mastered within a standards-based grading process.

GOVERNANCE AND DECISION MAKING PLAN:

The Governing Board below will serve as the Campus Leadership Team (CLT).

a. The Governing Board for the in-district charter will be comprised of the following members:

- Principal
- CEP Representative (Executive Director or Designee)
- Trinity University Representatives (one for each the M.A.T. and M.Ed. programs)
- Community Partner Representative
- Arts Partner Representative
- 3 Teachers (K-3, 4th/5th, and 6-10)
- Student Representatives (2)
- Parent Representatives (one elementary / one secondary)
- Representative of the Office of Curriculum and Instruction
- Representative of the Office of Magnets and In-District Charters
- Representative of the Office of Advanced Academics

The teacher representatives will be elected by the faculties of ALA at Euclid and ALA at Fox Tech. All other representatives will be appointed by the campus principal. All members will serve a two-year term.

b. The duties of the Governing Board include:

- Advise on the Campus Improvement Plan annually
- Promote the school and share information with the wider community about the school, its goals and achievements
- Provide budgetary approval, including any specified CEP funding provisions
- Develop and facilitate internship opportunities in the community
- Approve campus staff development

c. The Governing Board shall serve as a primary advisory body for the campus, particularly as it relates to the oversight of campus performance, goal setting and the development of the Campus Improvement Plan, and budgetary guidance as outlined in the duties of the Board. It will serve as a place where district input (from the Central Administration representatives) will intersect with campus and community goals, aspirations and policies in a collaborative body working to assure the unique and effective operation of the in-district charter.

Waivers Requested

Appendix B includes Exhibit B of the Grant Agreement between CEP and SAISD. This document articulates a number of authorities granted to the ALA principal to support the unique school approach and support high-performing outcomes for all students. Many of these authorities are referenced throughout this section.

After-School Meetings

Policy DK(LOCAL) states that principals may not require teachers to meet after work hours for more than 180 minutes per 4-week period and no single meeting longer than 90 minutes. Will request Board approval to waive DK(LOCAL) to remove restrictions on principals' ability to hold meetings after work hours.

Alternatively Certified Staff

ALA will not hire or accept transfers from other SAISD schools who are alternatively certified with zero years of teaching experience. The complexity of the charter's curricular initiatives makes it too challenging to learn to teach at the school while assuming responsibility for an entire class. The principal will consider alternatively certified applicants if they have completed at least one year of teaching. First-year teachers must, at a minimum, have successfully completed a semester of student teaching (preferably a full year).

Campus Leadership Team

ALA will request an exemption from *SAISD Administrative Procedure B4 "Campus Leadership Team"* in order to establish committee membership as outlined in the Governance and Decision-Making section.

Class Rank

ALA requests an exemption from Policy EIC(Local) which requires the campus to report students' class rank. The campus will provide documentation of rank as needed for institutions of higher education, scholarship opportunities, and the identification of the valedictorian and salutatorian.

Conference Periods

DL(LEGAL) indicates teachers are entitled to 450 minutes in each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work, and planning. It also specifies that teachers may not be required to participate in other activities during this time. ALA requests an exemption from this policy to allow for teacher collaboration during this time.

Curriculum and Instruction

ALA requests an exemption from district requirements related to curriculum and instruction. ALA will develop a cohesive sequence of learning experiences that support its design commitments and which will align with state requirements. In addition, ALA will select instructional materials, determine the timing and content of benchmarks, and select which district-wide curricular initiatives the school participates in. This waiver is essential in developing and maintaining consistency and coherence with the charter initiatives outlined in this application and is applicable to all students, including those identified as gifted and talented, English-language learners, at-risk, and other special populations (see Exhibit B from the CEP and SAISD Grant Agreement in Appendix B).

Early Release

ALA reserves the option to add early release days to their instructional calendar and will do their due diligence to include their community in the development of such a calendar. This time would be used for teacher collaboration and professional development.

Elementary School Curriculum

ALA requests a waiver from EHAB(Legal) which specifies required curriculum in grades K-5 in order to create its own elementary school course offerings, pulling from a variety of TEKS and national standards and ensuring that students are adequately prepared for state assessments.

Enrollment

ALA requests an exemption from *SAISD Administrative Procedure F51 "Charter School Enrollment for Non-Neighborhood Students"* and has developed its own tiers for selecting students using a lottery system (See Enrollment and Withdrawal Procedures).

Extended Day

Policy DK(LOCAL) requires teachers to be on duty for a maximum of 7.5 hours per day. ALA requests Board approval to waive DK(LOCAL) to allow teachers and counselors to work beyond the maximum number of hours per day. Employees will be compensated for additional time. The additional time will be used for teacher collaboration to develop student learning plans, individualize instruction, and develop curriculum.

Extended Year

ALA reserves the right to adopt an extended year, campus-based calendar that will most likely deviate from the district calendar. The campus will do its due diligence in soliciting feedback from families and the governing board about any proposed changes to the calendar. If there are other district schools using an extended year calendar, ALA will make every effort to align their calendar accordingly to maximize the use of district resources. ALA requests an exemption from Board

Policy EB(LEGAL) which states that a district may not begin instruction for students for a school year before the fourth Monday in August unless the district operates a year-round system.

Policy DK(LOCAL) which states that beginning and ending work dates for employees is designated in "official salary schedules," has already been modified for this campus because teachers, librarians, and counselors (excluding the Lead Counselor) currently work a total of 202 days a year. The additional time is necessary for curriculum development and professional development needed to operationalize the school's design principles.

If an extended year calendar is adopted, the campus requests that an additional five days be added for Assistant Principals who currently work 210 days for a total of 215 days.

Grade Reporting
ALA requests an exemption from Policy EIA(Local) in order to provide students with a standards-based report card (see Appendix D for an example) four times a year and a standards-based progress report at least once every nine-weeks for students in grades 1-12. The campus reserves the option to provide a customized skills report for students in PK and Kindergarten. ALA also requests an exemption from Administrative Procedure E20 "Student Grading and Promotion" in order to determine grading categories and weights and to exempt students from semester exams.

Lesson Plans
Under Texas Education Code 11.164 and *SAISD Administrative Procedure E3 "Lesson Plans,"* teachers may only be required to prepare a unit or weekly lesson plan that outlines, in a brief and general manner, the information to be presented during each period or topic. Will request Board approval to exempt school from E3 procedure to allow teachers to share their lesson plans in the intra-school, shared electronic folders created by teachers and shared with school leaders and colleagues and which does not have to be limited to the current definition/template of "lesson plan" as lesson plans at this school include unit plans, project-based units and assessments, and daily/weekly lesson plans.

Middle School Curriculum
ALA requests a waiver from EHAC(Legal) which specifies required curriculum in grades 6-8 in order to create its own middle school course offerings, pulling from a variety of TEKS and national standards and ensuring that students are adequately prepared for state assessments.

Physical Education
ALA requests waivers from EHAB(Legal) which requires students in grades K-5 to participate in moderate or vigorous physical activity daily for 30 minutes or weekly for 135 minutes and EHAC(Legal) which requires middle school students to complete four semesters of Physical Education in grades 6-8. ALA is committed to providing students with physical education but would like the flexibility to do so using alternative schedules.

Professional Development
The ALA principal will have the discretion to hold campus-based staff development in lieu of teachers, paraprofessionals, and other support staff participating in required district-based staff development, both before and during the school year. The district must provide at least one month's advance notice of the focus of upcoming district staff development to the principal. Doing so

provides the principal with sufficient time to determine whether/how district offerings align with and address the professional learning needs of the staff. The principal will formally notify the district of any district-level offerings that teachers be exempt from attending (see Exhibit B from the CEP and SAISD Grant Agreement in Appendix B).

Community

One of the foundational ideas in the Advanced Learning Academy is developing a deep connection to the community it serves. As a new campus, we are building and developing community outreach. This includes building community with and among families, community organizations, our local neighborhood community, and our district. Examples are:

- an online blog authored by the principal;
- monthly principal coffees;
- weekly messages to families and community;
- student exhibition nights;
- fine arts events and open studio nights;
- special events.

Upon approval of our charter application, we will continue to inform and involve families and the broader community in many ways. First, parents will continue to serve on the Governing Board, the governing body that will oversee our charter implementation. Second, we will foster a strong relationship with our PTA who has committed to using its resources to support students, teachers and families. As a new school, we are establishing partnerships with diverse community organizations; in the first two months of the school's existence we have worked with ArtPace, Arts Fund, San Antonio Museum of Art, Gemini Ink, Magik Children's Theatre, San Antonio River Authority, San Pedro Creek Improvement Project, Classic Theatre, HEB Foundation Camp, Model United Nations San Antonio, and Speak Up Speak Out (Annette Strauss Institute for Civic Life).

We anticipate establishing and expanding the number of community organizations with whom we interact. PBL units require teachers to identify experts in the field so that students have direct opportunities to learn with and from them. This fall Advanced Learning Academy secondary students presented their proposals for making their school more energy efficient to a panel of adults with expertise in industry and/or public speaking. Our 4th and 5th graders participated in the "Speak Up, Speak Out" challenge and completed research and found solutions to both local and national issues. Our slate of electives allows our secondary students to choose topics that interest them and then participate in interest-focused project-based learning experiences. For example, in the "You Build It" class, a project has students create arcade games out of cardboard for the 4th and 5th graders, which they then shared in an "Arcade Night" event for the students and their families (including siblings). In the "Public Art Walks" elective, students will be able to act as docents and guide visits of public art sites in San Antonio.

The school's design team, including representatives from Trinity University, has been involved in all aspects of the school's development and decision-making, including this charter.

Communication

We currently are housed on two campuses, so internal communication and collaboration between and among the teachers is essential; this is a brand-new staff and the level of collaboration is

tremendously high and effective. It is also important that this new school get to know and communicate well within our district, with our district offices and with other schools. We are committed to close and frequent communication, consultation, and collaboration with our students' families. As a brand-new school, we have started our relationships with families during the informational and recruitment stages, through the enrollment process, and then to the matriculation of all our students on the first day of school and into the school year. In an effort to promote strong and meaningful communication with parents and the community, a number of communication systems will be used.

- The school website will be updated at least weekly to reflect campus information
- The Principal will send a weekly message to students' families both electronically via email and in print.
- The Principal will conduct monthly "Principal Coffee" sessions to highlight events in the school and educate families so they may partner with the school and advocate for their students' learning and growth.
- The automated phone system will be used to share brief reminder messages.
- Teachers will utilize a parent communication system, to include weekly class information and reminders of upcoming campus events.
- Families will attend authentic student exhibition nights to highlight learning that has occurred during integrated curricular units. They will see their students "in action."
- Families will be invited to attend monthly PTA meetings that focus on curriculum and student performances.
- Teachers will send home reports on student learning and progress regularly.

ENROLLMENT AND WITHDRAWAL PROCEDURES

The School will follow the District's unified enrollment policy and procedure, including FD(LOCAL), FDB(LOCAL), F1 and F51. In the event of any conflict between the charter application and district policy and procedure regarding student enrollment and withdrawal, district policy and procedure will govern.

PEIMS REPORTING PLAN

The Advanced Learning Academy will follow district policies and procedures for PEIMS (Public Education Information Management System) as outlined by District Administrative Procedures and by PEIMS guidelines.

DISCIPLINE PROGRAM AND PROCEDURES

ALA will adhere to the "Student Code of Conduct" as outlined by the district in the San Antonio Independent School District-Student Handbook (Section VII of the 2016-2017 Edition).

SAFETY AND SECURITY

The Advanced Learning Academy will follow the current SAISD procedures for safety, security and emergency evacuation as outlined in the Emergency Response Guide.

Evacuation Sites:

- Alamo Stadium
- Central Christian Church

FACILITIES AND TRANSPORTATION PLAN

The property of the Euclid campus includes classrooms, a computer and science lab, clinic, teacher workroom/lounge, cafeteria, music room, library, gymnasium and counselor's office. The property of the Fox Tech campus includes classrooms, computer labs, science labs, clinic, teacher workrooms/lounges, cafeteria, music building, health magnet spaces, law magnet spaces, gymnasiums, and counselor and administration offices.

Implementation of the charter requires no immediate modifications to facilities or grounds.

The Advanced Learning Academy will follow the guidelines for facility maintenance as outlined in SAISD Policies and Rules and Regulations Section CLB.

SAISD will continue to provide transportation to qualifying students within the district magnet guidelines. It will not provide transportation to students living outside of SAISD. Parents will be responsible for providing transportation to students attending the Advanced Learning Academy from outside the district boundaries.

EMPLOYMENT PLAN

As identified in Appendix B, the principal has the following authorities related to employment.

- select and assign school staff (including Mentor Teachers, Teaching Interns and Principal Candidates) in coordination with SAISD and Trinity University
- customize staffing roles in alignment with the mission of the school (e.g. assigning the number of class periods and non-teaching responsibilities to teaching staff such as allowing a teacher to teach half a day and coordinate internships the other half)
- independently identify for reassignment staff not meeting expectations in accordance with Human Resources guidelines

Qualifications

Each employee at Advanced Learning Academy will meet the requirements for highly qualified teachers and classifications of employees as required by the district. In addition, all future Advanced Learning Academy teacher hires must have successfully completed at least one semester of student teaching. Each employee will receive copies of the charter application and the specific charter requirements for employment and dismissal.

Enhanced Qualifications

The quality of teachers and leaders on the campus is essential on both ALA campuses because together they serve as a professional development school site for Trinity University.

Consequently, the ALA principal will

- have the opportunity to review all applicants for ALA positions that are cleared by Human Resources

- design the interview process for all professional positions in consultation with Human Resources

Teachers must be able to mentor Master of Arts in Teaching interns. The minimum requirement for mentor teachers includes

- A minimum of three years of teaching experience
- Current Texas teaching certificate or valid out-of-state teaching credentials
- An accomplished educator who impacts student learning, with evidence from PDAS, T-TESS, or other official evaluation systems as well as the recommendation of campus leaders and Trinity faculty.

Similarly, Master of Education School Leadership students complete a year-long internship on both campuses and will be placed with campus leaders for that experience. Trinity will make the placement in consultation with the principal and SAISD leadership. Both the MAT and Master of School Leadership students receive coaching from Trinity faculty, who also work across the campus with all teachers and leaders.

Compensation and Benefits
Each employee will follow the compensation and benefits schedule for the district.

Recruitment, Selection, Hiring and Dismissal
As the school's Professional Development partner, a representative from Trinity University will participate in the selection of all faculty to include teachers, administrators, and counselors.

Advanced Learning Academy will follow its own multi-step process for hiring in accordance with Human Resources guidelines:

- meet with Principal to discuss program expectations, obligations of employment, and waivers of policies and procedures in our charter;
- Teachers: interview with a committee (to consist of the principal, teachers, and university faculty), demonstration teaching with ALA students, review of a portfolio of specified teaching and professional materials
- Non-Teaching Professionals (Principal, Assistant Principals, Counselors): interview with a committee (to consist of the principal, teachers, and university faculty), participate in a leadership simulation, review of a portfolio of specified teaching and professional materials

The campus principal will consider excessed staff or transfers from other SAISD campuses, but applicants must meet the same requirements as all applicants and participate in the process described above.

Upon acceptance, applicants understand that as an employee they are committing to implementing the mission and goals of our charter. The principal will develop a campus document in consultation with Human Resources that reviews and sets expectations for staff including, but not limited to, faculty participation on committees, acceptance of leadership roles, and other collaborative work. The staff will review this document annually.

The Advanced Learning Academy will follow state law and board policy addressing dismissal of contract employees and will follow district policies regarding dismissal of at will employees.

<u>Employee Complaints</u>
The process for handling employee grievances will follow district policy and procedures.

OPERATIONAL AND FINANCIAL PLAN

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

The campus principal will follow district guidelines for operational and financial plans.

Advanced Learning Academy's charter proposal is economically feasible for the campus and the district for the following reasons. First, SAISD will continue to support the campus by providing an operational budget as it does for all district schools. Second, ALA will use available campus funds to support the mission and goals of the charter and seek additional funding opportunities for the charter through grant applications or partnerships with businesses and institutions of higher education. For example, Trinity PDS funds will enable us to provide training to new teachers on PBL and social-emotional learning curriculum. Finally, the district is committed to providing the necessary funds to maintain the extended school day and extended teacher contracts for ALA.

As outlined in Exhibit B of the CEP and SAISD grant agreement (see Appendix B), the campus principal has the sole authority to design and administer the budget (CEP grant funds) for the school. This includes the assignment of campus specific stipends and supplemental pay. At the conclusion of the grant period, the cost of the stipends will be assumed by SAISD.

Additionally, if ALA generates revenues for tours, panels, and public programs for non-SAISD employees, all fees and other revenue from such activities or services shall to be returned to the campus in the form of an activity fund to be used at the discretion of the campus principal.

The annual audit of the budget will follow district policy and procedures. In addition, the Governing Board will serve as a secondary source in recommending and following the proposed budget and ensuring that funds are allocated to support the mission and goals of the charter.

The charter will follow the district and state mandates for fiscal accountability as well as purchasing and bidding policies and procedures.

Advanced Learning Academy will use the business services provided by SAISD.

ALA will apply for the Public Charter School Program Start-up Grant. The grant allows for awards up to $800,000. These funds will be utilized to address three main areas of need:

1. technology and software
2. curriculum and materials
3. professional development

SAISD Enhancement Budget
Beginning in the 2017-2018 school year, SAISD will be responsible on an annual basis for costs related to four areas: salary, professional development, intersession enrichment and

supplies/materials. At the conclusion of the grant period between CEP and SAISD, the district will also assume the cost of the stipends listed in Appendix C, totaling $140,000.

Area of Need	Proposed Enhancement Request/Rationale
Salary	$294,000 • Extra-duty pay for teachers to extend the work day by 30 minutes for a total of eight hours (44 teachers X $3500 = $154,000) • stipends for staff assuming additional responsibilities (40 teachers X $3500 = $140,000)
BIE PBL World Conference	$15,000 • 4-day conference in June, airfare, rental, food, hotel for 4 people
PBL Summer Institute	$11,000 • 3-day professional development
Technology	As a "1:1" campus where every student has access to a device, there will be a cost to refresh technology every three years (cost TBD).

SAISD annual total beyond school budget: $180,000 (potentially $320,000 in 2020-2021)

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Sample K-3 Village Schedule and Structure

The Euclid campus is organized into three villages. Each village has a kinder through third grade teacher. During designated learning blocks, students engage in integrated learning projects, math workshops and reading workshops. In each village, students have opportunities for multi-age learning and collaboration with peers. One day per week teachers have extended village planning time. Additionally, to facilitate collaboration across villages and within grade levels, one grade level day is built into each week.

Times	Monday	Tuesday	Wednesday	Thursday	Friday: Kinder	Friday: 1st Grade	Friday: 2nd Grade	Friday: 3rd Grade
7:30	7:30-8:15	7:30-8:15	7:30-8:15	7:30-8:15	7:30-8:15	7:30-8:15	7:30-8:15	7:30-8:15
7:45	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
8:00								
8:15	8:15-9:00	8:15-9:00	8:15-9:00	8:15-9:00	8:15-9:00	8:15-9:00	8:15-9:00	8:15-9:00
8:30	Breakfast/ Centers	Breakfast/ Centers	Breakfast/ Centers	Breakfast/Centers	Breakfast/Centers	Breakfast/ Centers	Breakfast/ Centers	Breakfast/ Centers
8:45	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00	9:00-9:15 Recess	9:00-9:15 Recess	9:00-9:15 Recess	9:00-10:30	Grade Level	Grade Level	Grade Level	9:00-9:45
9:15	9:15-11:00	9:15-11:00	9:15-11:00	K-1 PE for 90 mins.	Learning Block 1	Learning Block 1	Learning Block 1	3rd grade
9:30	Learning Block	Learning Block	Learning Block	2-3 Art / Music	& Recess	& Recess	& Recess	Integrated Electives
9:45				for 45 mins. each				Grade Level
10:00								Learning Block 1

Times	Monday	Tuesday	Wednesday	Thursday	Friday: Kinder	Friday: 1st Grade	Friday: 2nd Grade	Friday: 3rd Grade
10:15							10:15-11:00	& Recess
10:30				10:30-12:00			2nd grade	
10:45				2-3 PE for 90 mins.			Integrated Electives	
11:00	11:00-11:30	11:00-11:30	11:00-11:30	K-1 Art / Music			11:00-11:30	
11:15	LUNCH	LUNCH	LUNCH	for 45 mins. each		11:15-12:00	2ND LUNCH	
11:30	11:30-12:00	11:30-1:00	11:30-1:00		11:30-12:00	1st grade	Grade Level	
11:45	Integrated Electives	Learning Block	Learning Block		KINDER LUNCH	Integrated Electives	Learning Block 2	
12:00	12:00-1:00			12:00-12:30	12:00-12:45	12:00-12:30	& Recess	
12:15	Learning Block			LUNCH	Kinder	1ST LUNCH		
12:30				12:30-1:30	Integrated Electives	Grade Level		12:30-1:00
12:45				Learning Block	Grade Level	Learning Block 2		3RD LUNCH
1:00	1:00-1:15 Recess	1:00-1:15 Recess	1:00-1:15 Recess		Learning Block 2	& Recess		Grade Level
1:15	1:15-3:15	1:15-3:15	1:15-3:15		& Recess			Learning Block 2
1:30	Learning Block	Learning Block	Learning Block	1:30-1:45 Recess				& Recess
1:45				1:45-3:15				

Times	Monday	Tuesday	Wednesday	Thursday	Friday: Kinder	Friday: 1st Grade	Friday: 2nd Grade	Friday: 3rd Grade
2:00				**Learning Block**				
2:15					**2:15-3:15**	**2:15-3:15**	**2:15-3:15**	**2:15-3:15**
2:30		**2:30-3:15**	**2:30-3:15**		Wonderworks	Wonderworks	Wonderworks	Wonderworks
2:45		**Integrated**	**Integrated**					
3:00		**Electives**	**Electives**					
3:15	**3:15-3:40**	**3:15-3:40**	**3:15-3:40**	**3:15-3:40**	**3:15-3:40**	**3:15-3:40**	**3:15-3:40**	**3:15-3:40**
3:30	**Reflection/ Pack-up**	**Reflection /Pack-up**	**Reflection/ Pack-up**	**Reflection/Pack-up**	**Reflection/Pack-up**	**Reflection/ Pack-up**	**Reflection/ Pack-up**	**Reflection /Pack-up**
3:45	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**

Grades 4-5 Schedule

Grades 4-5 use a multi-age model to meet students' learning needs. The Commons team uses an A/B schedule Monday-Thursday and rotations include Systems, Humanities, Math, ELAR, Projects. On Friday, the Commons team provides a special set of courses based on kids' interests and needs.

Monday-Thursday (A/B schedule)

8:15-8:45	Breakfast and Morning Meeting
8:45-9:30	Reasoning Minds (individualized math instruction)
9:30-10:30	Rotation 1
10:30-11:30	Rotation 2
11:40-12:40	Lunch and Recess
12:45-1:45	Rotation 3
1:45-2:20	Reflection and Pack up
2:25-3:55	Electives (Art, Theater Arts, Music, Spanish, PE)

Friday schedule

8:15-8:45	Breakfast and Morning Meeting
8:45-9:30	Stretch (Enrichment course)
9:30-11:30	Wonder Course (Pursuit of Passion projects based on student interest)
11:40-12:40	Lunch and Recess
12:45-1:45	What we need (instruction based on students' needs)
1:45-2:20	Reflection and Pack up
2:25-3:55	Electives (Art, Theater Arts, Music, Spanish, PE)

Grades 6-10 Schedule

Time	Period
8:30 am - 8:50 am	Home Group
8:55 am – 10:10 am	2nd / 6th Period Class
10:15 am – 11:30 am	3rd / 7th Period Class
11:30 am – 3:30 pm	CORE Block Systems (integrated Mathematics & Science) or Humanities (Integrated English Language Arts and Social Studies) (lunch during this time – see below)
Lunch 4th/5th & 6th/7th Grade Lunch: 11:30 am – 12:00 pm 8th, 9th, & 10th Grade Lunch: 12:40 pm – 1:10 pm	
3:30 pm – 4:00 pm	Home Group

Appendix B: Exhibit B of the Grant Agreement between CEP and SAISD

EXHIBIT B

Authorities

1. Select and assign Pilot School staff (including Mentor Teachers, Teaching Interns and Principal Candidates) in coordination with SAISD and Trinity;
2. Coach and evaluate staff in order to support growth of instructional practices and track performance;
3. Independently identify for reassignment staff not meeting expectations; whereupon, SAISD will, in its discretion, promptly either reassign such staff within SAISD or transition such staff out of SAISD if the Pilot-School Principal recommends termination or nonrenewal;
4. Design and administer the budget for the Pilot School;
5. Evaluate and recommend Performance Incentives for eligible staff for approval in consultation with SAISD, Trinity and CEP;
6. Design the use of professional learning time to meet the needs of the Pilot School and the SAISD's need for accountability and compliance with certain regulations;
7. Decide upon and manage how teachers plan, deliver and assess the Pilot School curriculum in accordance with Texas education standards and targeting high-performing outcomes for all students. This includes the design of the curriculum in alignment with state requirements, the selection of instructional materials, and the timing and content of SAISD-required benchmarks (so that the "taught curriculum" drives benchmarking design and implementation that is contextualized for the Pilot School);
8. Determine the minimum class size ratio and assign teachers to classrooms accordingly;
9. Manage Pilot School enrollment and student recruitment, administering practices according to enrollment policies defined at the Pilot School;
10. Design the Pilot School calendar and daily schedule to support the unique school approach and support high-performing outcomes for all students;
11. Design, develop and manage the Pilot School's professional culture and academic student culture in support of high-performing outcomes for all students;
12. Customize staffing roles in alignment with the mission of the Pilot School;
13. Provide differentiated development and supports for staff according to school-design needs;
14. Design and administer Pilot School-wide behavior policies and practices in support of envisioned cultural expectations and in alignment with SAISD's Code of Conduct, applicable Texas law and the rules of the Texas Education Agency (*TEA*);
15. Design and administer Pilot School operational and logistical practices;
16. Engage the broader school community (families, parents, guardians, etc.) in the work of the Pilot School; and
17. Access transportation within and beyond the school day for learning beyond the walls of the Pilot School.

*   *   *

Appendix C: List of Stipends for Advanced Learning Academy Staff

1. PBL & Learning Expeditions Facilitator @ $3500 each
    ● 13 positions (1 per grade-level)
2. Exhibitions & Community Events Facilitator @ $3500 each
    ● 13 positions (1 per grade-level)
3. Acceleration & Enrichment Facilitator @ $3500 each
    ● 13 positions (1 per grade-level)
4. Recruiting Coordinator @ $3500
    ● 1 position

Total: $140,000

ALA on Euclid: K-5 LEARNING REPORT

Overview

Below, please find written feedback on your child's learning in reading/language arts, math, science, social studies and special courses. The report reflects skills that have been taught during the grading window. Additionally, teachers have attached a matrix of skills addressed during the most recent Project Based Learning (PBL) opportunity. Beyond those TEKS, teachers address specific reading, writing and math skills based on your child's individual learning needs.

Assessment of Progress Descriptors

· **E=Exceeds Standard (Artisan):** The student has mastered the knowledge and skills that have been taught during the designated grading period. S/he can use those knowledge and skills consistently, independently and beyond grade-level expectation.

· **M=Meets Standard (Certified):** The student has demonstrated competence with the knowledge and skills that have been taught during the designated grading period. S/he can use those knowledge and skills consistently and independently.

· **P=Progress toward Standard (Novice):** The student has demonstrated beginning competence with the knowledge and skills that have been taught during the designated grading period. S/he will receive continued support and guidance to master those concepts.

· **R=Reinforcement Needed:** The student has been introduced to a task or skill, but progress is not being made. The teacher will contact you regarding the support your student will receive..

    ***Note:** Due to the breadth of some standards, they are taught over the course of the year. It would not be atypical for a student to earn "Progress toward Standard" on his/her report card because students are not expected to meet grade level standards until the end of the year.*

MAP Data

Kindergarten through 5th grade students have taken the Measure of Academic Progress (MAP) assessment. This computer based assessment provides information about a student's current literacy and math skills and is given three times per year: Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). The results will provide data on your student's learning over the course of the year. When your student's MAP assessment data is available it will be attached to his/her progress/grade report.

MATH	1st 9 weeks		2nd 9 weeks		Written Feedback
TEKS Conceptual Strand	**Progress* Report**	**Grade Report**	**Progress Report**	**Grade Report**	
Date					
Number Operations					
Algebraic Reasoning					
Geometry & Measurement					
Data Analysis					
Personal Financial Literacy					

ALA on Euclid: K-5 LEARNING REPORT

READING	1st 9 weeks		2nd 9 weeks		Written Feedback
TEKS Conceptual Strand	Progress* Report	Grade Report	Progress Report	Grade Report	
Date					
Foundational Reading Skills					
Fluency					
Vocabulary					
Comprehension					
Media Literacy					

LANGUAGE ARTS	1st 9 weeks		2nd 9 weeks		Written Feedback
TEKS Conceptual Strand	Progress* Report	Grade Report	Progress Report	Grade Report	
Date					
Writing					
Oral & Written Conventions					
Research					
Listening & Speaking					

ALA on Euclid: K-5 LEARNING REPORT

Science and Social Studies	1st 9 weeks		2nd 9 weeks		Written Feedback
TEKS Conceptual Strand	**Progress * Report**	**Grade Report**	**Progress Report**	**Grade Report**	
Date					
Scientific Investigation & Reasoning					
Scientific Concepts					
Social Studies Skills					
Social Studies Concepts					

Specials (K-3)	1st 9 weeks		2nd 9 weeks	
Class	**Progress * Report**	**Grade Report**	**Progress Report**	**Grade Report**
Date				
Music				
P.E.				
Visual Arts				

General Comments:

Parent Signature_____

ADDENDUM – COMPLIANCE WITH IN-DISTRICT CHARTER LAW AND DISTRICT POLICY

The School certifies that this in-district charter application complies with Texas Education Code Section 12.059, as follows:

1. The education program being offered is described in the charter application.
2. The continuation of this charter is contingent on satisfactory student performance on state-required assessment instruments, satisfactory financial performance under state financial accountability provisions, and on compliance with other applicable accountability provisions.
3. In accordance with SAISD Policy EL(LOCAL), the SAISD Board may place this School on probation or revoke the charter in accordance with the School's performance contract if it finds that the campus charter:
   a. Violates a provision of applicable state or federal law, which may result, after a cure period, in revocation at the conclusion of the School year;
   b. Violates student achievement provisions of the charter, including the failure to meet the metrics set forth in the performance contract for the campus charter after a three- or five-year review period;
   c. At the end of two School years, the campus charter may be revoked or placed on probation if it is rated as "improvement required" or fails to meet state accountability standards or is at the bottom five percent in comparison to all campuses in terms of student achievement in the District based on the School performance framework; or
   d. After a cure period, the charter fails to meet generally accepted accounting standards for fiscal management.
4. The School will not discriminate in admissions on the basis of national origin, ethnicity, race, religion, or disability.
5. The governing structure of the campus is described in the charter application.
6. In order to ensure the health and safety of students and employees, the School will comply with Texas Education Code Chapter 38.
7. The District will conduct an annual audit of financial and programmatic operations of the School in accordance with state and federal law and District policy.
8. The School will provide all information necessary for the District to participate in PEIMS reporting.

In accordance with EL(LOCAL), the School and the SAISD Board of Trustees agree as follows:

1. This charter has a term of ten years, beginning with the 2019-20 school year and ending with the 2029-30 school year, with a three- or five-year performance review and renewal cycle, as defined in EL(LOCAL).
2. The Board waives all applicable District policies and procedures per EL(LOCAL) and the School's In-District Charter Application and Management Agreement.
3. The School will comply with its Board-approved school performance contract, and the District's annual process for reporting and reviewing the performance contract.
4. The School will follow the District's unified enrollment policy and procedure, including FD(LOCAL), FDB(LOCAL), F1 and F51. In the event of any conflict between the charter application and district policy and procedure regarding student enrollment, district policy and procedure will govern.
5. The School will participate in District-wide NWEA MAP testing, or its future replacement assessment, as determined by the District.