

San Antonio Independent School District
141 Lavaca
San Antonio, TX 78210
(210) 554-2200

APPLICATION FOR AN INTERNAL CHARTER SCHOOL

Date: **January 22, 2018**

Name of Proposed Charter School: **Washington Irving Dual Language Academy**

Type of Internal Charter School Sought: **Campus Based**

Primary Contact Person of Proposed School: **Dr. Olivia Almanza**

Title: **Washington Irving Dual Language Academy Principal**

Address: **1300 Delgado St. San Antonio, TX 78207**

Phone Number: **(210) 738-9740**

Proposed Charter Site Address: **see above**

Grade Levels: **PK-8**

Expected Initial Enrollment: **226** Projected Maximum Enrollment: **880**

Approximate percentage of each student population in all applicable categories:

Hispanic: 97.6%

White: 0.9%

African American: 0.9%

Asian: 0.1%

LEP: 29.6%

Economically Disadvantaged: 95.4%

At Risk: 86.6%

Review and consideration of application

Date received: 12-20-17

Review Dates:

Preliminary Technical Review _____

Final Technical Review _____

Panel Review _____

Superintendent Consideration _____

Board of Trustee Review _____

Approved: _____

Not approved: _____

Beginning date of operation: July 1, 2018

Contents

PURPOSE AND NEED	4
MISSION AND GOALS	5
Mission Statement	5
Goals	6
CURRICULUM AND INSTRUCTIONAL PROGRAM	6
Dual Language Instruction	6
Intercultural Education (Cummins, 1996).....	8
STUDENT ACHIEVEMENT	9
Model Specific Performance Objectives.....	9
Implementation of State Accountability System	10
GOVERNANCE AND DECISION-MAKING PLAN	11
Governing Body and Its Duties	11
Governance and Management Relationship	11
Policies and Waivers	11
Community Involvement	12
Communication.....	13
ENROLLMENT AND WITHDRAWAL PROCEDURES	13
PEIMS REPORTING PLAN.....	13
DISCIPLINE PROGRAM AND PROCEDURES	13
SAFETY AND SECURITY	13
FACILITIES AND TRANSPORTATION PLAN.....	14
EMPLOYMENT PLAN	14
Qualifications	14
Compensation and Benefits.....	14
Recruitment, Selection, Hiring and Dismissal.....	14
Employee Complaints	15
OPERATIONAL AND FINANCIAL PLAN	15
REFERENCES	17
APPENDICES	19
Appendix A: Cultural Competence Assessment Rubric	19
Appendix B: Projected District Enhancements to Irving Academy Budget	20
Appendix C: Public Charter School Program Startup Grant Budget 2017-2019.....	19

PURPOSE AND NEED

Washington Irving Dual Language Academy is an innovative educational project designed to provide the San Antonio community with a state-of-the-art educational program that has proven highly successful for the education of all students in general and especially for the education of Hispanic and Hispanic emergent bilingual students. Approximately 97.6% of the students residing within Washington Irving's neighborhood areas are Hispanic; 95.4% are considered economically disadvantaged; 86.6% are considered at risk of academic failure; and 29.6% are labeled as English language learners.

All SAISD elementary schools currently serving Washington Irving's neighborhood areas only provide late exit transitional bilingual instruction. Washington Irving Dual Language Academy will provide students with the option to participate in a campus-wide dual language program that promotes higher levels of academic achievement, bilingualism, and biliteracy, as well as the opportunity to develop higher levels of self-esteem, cultural pride, and intercultural appreciation and collaboration among participating students.

The National Academy of Sciences (NAS) claims that a significant increase in the educational attainment of Hispanics is crucial for the U.S. to maintain its global competitiveness (NAS, 2010). National, state, and local research shows that the academic performance of Hispanics and Hispanic ELLs is traditionally lower than the performance of their native-English-speaking peers, their dropout rate is much higher, and they are significantly underrepresented in higher education (Aud, Hussar, Planty, Snyder, Bianco, Fox, Frohlich, Kemp, & Drake, 2010; Batalova & McHugh, 2010; Olsen, 2010; Batalova, Fix, & Murray, 2007).

Such an achievement gap can be partially attributed to the implementation of remedial and subtractive instructional programs (Baker, 2006), including transitional bilingual education, that do not aim to thoroughly develop students' home language. Many researchers claim that the effectiveness of bilingual education depends on the degree of proficiency students develop in their home language (Thomas & Collier, 2002; 2004; Cummins, 2000a), and that proficient bilingualism and biliteracy can provide a variety of cognitive benefits to the learners (García & Gonzalez, 2006; Cummins, 2000b).

Dual language (DL) is an additive bilingual program model that has proven successful in closing the Hispanic academic achievement gap (Lindholm-Leary, 2005a, 2005b; Thomas & Collier, 2004). Dual language provides an alternative approach for the instruction of all students, not only English learners, where the ultimate goal is for students to become bilingual and biliterate (García, Kleifgen, & Falchi, 2008). Rather than displacing the first language, the acquisition and development of a second language expands the linguistic repertoire of the learner.

Washington Irving Dual Language Academy will meet the need for schools to utilize research-based best practice education such as dual language instruction to help close the achievement gap for Hispanic and Hispanic ELL students.

Theoretical Framework

According to Cummins' Developmental Interdependence Hypothesis (1979, 2000b), second language competence is dependent on the level of competence achieved in the first language. The more the first language is developed, the easier it will be to develop the second language. At the same time, according to Cummins' Common Underlying Proficiency (1979), both languages operate through the same central processing system. Concepts acquired by one language can readily transfer into the other language, and first language proficiency develops the whole cognitive system. Therefore, if the development of one language is directly correlated to the development of the other language, and together both languages are the path for knowledge acquisition and cognitive development, then there is a positive correlation between the level of bilingualism and the level of cognitive development. The likelihood of higher levels of cognitive development increases as the level of bilingual proficiency increases. Several authors have identified a variety of cognitive benefits due to a balanced bilingualism, including: greater mental flexibility (Ricciardelli, 1992), higher abstract thinking and concept formation (Peal & Lambert, 1962), higher communicative sensitivity and stronger divergent thinking (Bialystok, 2001), and greater meta-linguistic awareness (Galambos & Hakuta, 1988). Additionally, according to Mechelli and associates (2004), learning a second language can lead to increases in gray matter density in the brain.

According to Cummins' Thresholds Hypothesis (1978), bilingual individuals can achieve different levels of bilingual competence and therefore different cognitive effects. At the lower level of bilingual competence, limited bilinguals have inadequately developed both languages. This limited competence in both languages can generate negative cognitive effects. Halting first language development at an early stage can limit the development of the second language and therefore hinder cognitive development. At an intermediate level, imbalanced bilinguals reach adequate competence in one language but not on the other. Their bilingual advantage is minimal and therefore there are no significant positive or negative cognitive effects. At the highest level, balanced bilinguals reach grade level proficiency in both languages. Even though they may be more proficient in one language than in the other, they can successfully participate in challenging grade-level courses in both languages. At this level positive cognitive effects can take place.

To achieve a high level of competence in bilingualism and biliteracy, students must be exposed to a bilingual-bicultural learning environment and core content instruction must be delivered in both languages. According to Thomas and Collier (2002), the number one predictor for long term academic achievement in English is the extent and quality of schooling in the students' native language (L1).

MISSION AND GOALS

Mission Statement

Our mission at Washington Irving Dual Language Academy is to provide an educational program where all students can develop stronger cognitive and academic skills through the intentional development of on-level bilingualism and biliteracy while also attaining higher levels of self-esteem, cultural pride, and intercultural understanding and collaboration.

Goals

Washington Irving Dual Language Academy focuses on three overarching goals:

High Cognitive and Academic Achievement:

- Academic performance at or above grade level for all students

Bilingualism and Biliteracy:

- 100% Dual Language School
- High quality, engaging instruction in English and Spanish for all students
- High levels of academic and linguistic proficiency in English and Spanish for all students

Cultural Competence:

- An intercultural orientation
- High cross-cultural competencies necessary for success in a diverse global society

CURRICULUM AND INSTRUCTIONAL PROGRAM

The *combination* of the following core components will distinguish Washington Irving Dual Language Academy from the SAISD's current programs:

- Dual Language Instruction
- Intercultural Education

Each component is discussed in turn below.

Dual Language Instruction

SAISD has maintained a transitional bilingual education model for its Spanish-dominant students for many years. The goal of a transitional bilingual education model is to assimilate non-English speakers, transitioning them from learning in their native language to English before they exit elementary school. The goal is to eventually replace the learner's first language (L1) with a second language (L2) that is considered more academically and socially valuable by the school (García, Kleifgen, & Falchi, 2008). In such programs, content instruction is often delayed in order to first teach the language students lack. Once students reach a sufficient level of English proficiency, they are placed in mainstream courses where they must make extraordinary gains to catch up with their native English speaking peers.

A distinguishing component of Washington Irving's proposal is a campus-wide implementation of a dual language program. Students from different linguistic backgrounds receive literacy and content instruction in two languages and simultaneously develop academic proficiency in both languages. DL programs are enriching and additive by nature because they add a second language and culture to each one of the linguistic groups involved. The bilingual, biliterate environment of DLI programs validates both cultures and languages, promoting an intercultural school orientation and empowering all students. In DLI programs, no language or language group is provided a superior status. The goal for both groups of students is to become bilingual (able to speak in both languages) and biliterate (able to read and write in both languages). Moreover, the goal is to help all students develop an appreciation for different cultures.

The most popular dual language program models range from 90/10 to 50/50 in their language distribution. In a 90/10 model, students in the early grades learn 90% of the curriculum in Spanish and 10% in English. This ratio of time distribution in each language shifts gradually by grade level until fourth grade and beyond, where the ratio is maintained at 50/50. In a 50/50 model there is an equal distribution of language instruction across all grade levels. According to research, both 50/50 and 90/10 models are effective; “ELL students in 90/10 programs attain the same levels of proficiency in English and the same standards of achievement in reading/language arts and math (measured in English) as ELL students in 50/50 programs” (Lindholm-Leary, 2001). Washington Irving Dual Language Academy will implement an 80/20 model. Spanish and English-dominant students will learn in the same classroom, initially learning primarily in Spanish and then gradually receiving increased English instruction over time. The following chart describes the percentage of instruction provided in each language by grade level.

Grade	Spanish Instruction	English Instruction
Pre-k	80%	20%
Kinder	80%	20%
1 st	70%	30%
2 nd	65%	35%
3 rd	50%	50%
4 th	50%	50%
5 th	50%	50%
6 th	50%	50%
7 th	50%	50%
8 th	50%	50%

Proposed Spanish/English Instruction by Grade Level

Adopting a dual language model will benefit both Washington Irving's Spanish-dominant and English-dominant students in many important ways. First, all students will develop stronger cognitive and academic skills. Second, Spanish-dominant students will receive instruction in the best way that helps them learn English. Third, native English-speaking students will develop high levels of Spanish academic proficiency comparable to those exhibited by their native Spanish-speaking peers. Fourth, students from different cultural and linguistic backgrounds will coexist in the same educational setting. This experience has social implications for both groups as they learn and work together. Further, families from different backgrounds also learn about one another's values, customs and cultures. Finally, becoming bilingual and biliterate benefits all students, especially in the global climate in which we currently live. Our world is more connected, more understanding and better equipped to handle the challenges that await if we can communicate with and understand one another (Calderon & Carreon, 2000; Cloud, Genesee & Hamayan, 2000).

Dual language instruction will be gradually phased in on the campus beginning in Pre-k to 1st grade in the 2018-19 school year. The table below describes that process.

Year	Grade level offered
18-19	Prek-3, Prek-4, kinder, 1 st , 2 nd
19-20	Prek-3, Prek-4, kinder, 1 st , 2 nd , 3 rd
20-21	Prek-3, Prek-4, kinder, 1 st , 2 nd , 3 rd , 4 th ,
21-22	Prek-3, Prek-4, kinder, 1 st , 2 nd , 3 rd , 4 th ,
22-23	Prek-3, Prek-4, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th
23-24	Prek-3, Prek-4, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th
24-25	Prek-3, Prek-4, kinder, 1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th

Phase-In of Dual Language Model

Year	PreK-3	Prek-4	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
18-19	2	2	2	2	2	0	0	0	0	0	0	10
19-20	2	3	4	4	4	2	0	0	0	0	0	19
20-21	2	3	4	4	4	4	2	0	0	0	0	23
21-22	2	3	4	4	4	4	4	2	0	0	0	27
22-23	2	3	4	4	4	4	4	4	2	0	0	31
23-24	2	3	4	4	4	4	4	4	5	2	0	36
24-25	2	3	4	4	4	4	4	4	5	5	2	41

Anticipated Classroom Space Needs

Intercultural Education (Cummins, 1996)

School orientation is the way schools perceive and treat cultural diversity within the school, and it can have critical implications upon the academic development of language minority students. Cummins identifies two main school orientations: assimilationist and intercultural.

In an assimilationist orientation, schools perceive cultural and linguistic diversity as a problem to be eradicated. Therefore, such schools promote a swift assimilation into the dominant language and culture. The home languages other than English are excluded from the curriculum as soon as possible, language-minority community members are excluded or relegated, and traditional methods of instruction and assessment are used regardless of the implications they have upon the students' learning and upon their ability to express what they have learned. This kind of orientation marginalizes language-minority students by devaluing their languages and cultures. An assimilationist orientation is remedial and subtractive because it is based upon the idea that language minority students have a cultural and linguistic problem that has to be remediated by the eradication or subtraction of the home language and culture. It is remedial and subtractive because it promotes the students' assimilation into the dominant –English – language and culture.

In an intercultural orientation, multicultural appreciation is promoted and diversity is perceived as a socio-economic asset. The use of primary languages and cultures is encouraged and integrated to the school curriculum, empowering language minority students and families.

Minority members are included and involved in the school, and innovative and transformative methods of instruction and assessment are used to facilitate students' learning and to help them show what they have learned. This kind of orientation empowers language-minority students by incorporating their languages and cultures. An intercultural orientation is enriching and additive because it is based upon the idea that language minority students have cultural and linguistic assets that have to be validated and enhanced by the incorporation or addition of the home language and culture into the curriculum. It is enriching and additive because it promotes a positive intercultural perspective and the students' acculturation.

Bilingualism and biliteracy can bring forward socioeconomic and cognitive benefits. However, to attain such benefits, bilingual students must develop grade level proficiency in both languages. By supporting the development of the first language, educators not only enhance the learners' possibilities to fully develop their second language, but also increase the students' possibilities to learn content more thoroughly. For minority learners to be more successful, they need enriching, additive instructional programs and curricula that validate and incorporate their home languages and cultures. This kind of learning environment can be provided by schools that follow an intercultural orientation.

STUDENT ACHIEVEMENT

The Superintendent of Schools or designee shall develop a charter School Performance Framework by which all charter schools and programs will be evaluated. The SPF will inform district decisions related to campus replacement, restart, or closure.

Performance objectives may include, but not be limited to student proficiency, academic growth, and college readiness. Additional objectives as well as a timeline may be developed for charters established at campuses that do not meet state accountability standards.

The Office of Innovation staff will meet with the principal and/or school operator to establish baseline metrics in the Fall of year one. OI staff will monitor, evaluate, and publish campus performance annually, the results of which will determine whether the charter will be renewed on a three or five-year cycle.

Model Specific Performance Objectives

We expect students to demonstrate mastery of the outlined skills within each of the three overarching goals: 1) high academic achievement, 2) bilingualism and biliteracy, and 3) cultural competence.

Our charter will allow us to teach and assess these skills explicitly. In the foundational phase we will establish baseline data during the 2018-19 school year and continue to expand the data range as additional grade levels are added. Specific targets for each area over the years include maintaining a specified percentage of students who are at or above the proficient level.

By pursuing our goals and measuring progress throughout the years, our students will demonstrate progress in two ways: 1) as measured by STAAR and 2) through alternative assessments that specifically target knowledge and skills embedded in the overarching goals.

High Cognitive and Academic Achievement:

On average, all students should exhibit an academic performance at or above grade level in comparison with similar peers across the district; as measured by state-developed standardized assessments and other measures of academic performance.

Bilingualism and Biliteracy:

On average, all students should exhibit high levels of academic and linguistic proficiency in both English and Spanish language as measured by state-developed standardized assessments and other measures of academic performance for all students and the Spanish Language Advanced Placement Test for 8th grade students only.

Cultural Competence:

All students should exhibit high cross-cultural competencies necessary for success in a diverse global society as measured by a Cultural Competence Assessment Rubric (see Appendix A).

Implementation of State Accountability System

English Language Proficiency Development

We will administer TELPAS for Spanish-dominant dual language students. Based on a state average TELPAS kinder composite score of 1.6 and an SAISD previous three-year average score of 1.3, our target projected score for 2017-18 kinder cohort is 1.4. We also project that our composite score for every dual language cohort will increase .2 each subsequent year.

Literacy Development – K-2

In addition, we will administer both literacy and language development assessments at the beginning of the year. Literacy assessments will be administered to all entering students to establish baseline literacy levels and construct grade-level growth goals. For example:

Fountas & Pinnel Levels	Grade-Level Equivalent	BOY GOAL	MOY GOAL	EOY GOAL
A-D	Kindergarten	A	B-C	D-E
E-J	Grade One	E-F	G-I	J-K
K-M	Grade Two	K	L	M
N-P	Grade Three	N	O	P
Q-S	Grade Four	Q	R	S
T-V	Grade Five	T	U	V
W-Y	Grade Six	W	X	Y
Z	Grade Seven and Eight	Z	Z	Z
Z+	High School/Adult	Z+	Z+	Z+

Language Development

Language development assessments will be administered to all students in the program at the beginning of every school year to track both English and Spanish language development. We will determine baseline scores in 2018, then set targets for subsequent years. LPAC meetings will be held with parents of all dual language students to celebrate and track progress.

Cultural Competence Development

We will administer a school climate survey to determine how students, their families and teachers feel about the culture and climate at Washington Irving. Finally, we will utilize information such as number of student absences, student office referrals, and student suspensions to determine whether charter initiatives impact these data sets.

At Washington Irving Dual Language Academy, performance on internal and external metrics is expected to be at or above expectations. If student performance does not meet standards, staff will meet to construct a plan that includes changes in adult behaviors to create a different result. Structures that will support this work include utilization of professional learning communities, data analysis on grade level and vertical teams, and implementation of the RTI process.

GOVERNANCE AND DECISION-MAKING PLAN

Governing Body and Its Duties

The Washington Irving Dual Language Academy Advisory Committee will serve as Washington Irving's primary governing body for our charter. The Advisory Committee will be comprised of the campus administrator, district-level leaders, a representative from the SAISD Bilingual/Dual Language Department, classroom teachers, parents, community representatives, and university faculty. Committee members are appointed by Washington Irving's principal. This advisory committee, co-led by the campus principal and a representative from the SAISD Bilingual Department, will serve in an advisory capacity to site-based decisions that Washington Irving Dual Language Academy makes, including future curricular foci.

In its advisory capacity, the Advisory Committee will meet quarterly to examine and coordinate goals and practices outlined in the Campus Improvement Plan (CIP), the Advisory Committee agreement, and the mission and goals of our charter. The committee will be responsible for overseeing assessment results of the Campus Improvement Plan, professional development, school relationships, and charter initiatives to ensure achievement of our goals.

Washington Irving Dual Language Academy will continue to convene a Campus Leadership Team (CLT). The CLT will discuss immediate school issues and will craft recommendations about site-based decision making to the Advisory Committee for their consideration.

Governance and Management Relationship

The Advisory Committee, along with the campus principal, will ensure that Washington Irving Dual Language Academy works diligently towards achieving the goals set forth by the charter, the district and the state. If ever those goals are in direct opposition to one another, the Advisory Committee will work with district leadership and the Board of Trustees to resolve the issue and maintain the integrity of the mission and goals of the charter. In addition, we are requesting several important waivers that will proactively avoid such conflicts from arising.

Policies and Waivers

Washington Irving Dual Language Academy will follow district board policies for site-based decision-making procedures. The following waivers to board policies and district procedures or special permissions are requested for the successful implementation of the charter.

1. Washington Irving Dual Language Academy will follow a campus-determined scope and sequence to facilitate a faithful implementation of the Dual Language Program and other charter curricular initiatives.
2. Washington Irving's principal, in consultation with the Bilingual Education Assistant Superintendent, will have the discretion to determine which district-wide curricular initiatives the school participates in based on the needs of Washington Irving's teachers. This waiver is essential in developing/maintaining consistency and coherence across the ambitious set of charter initiatives outlined in this application.
3. Washington Irving's principal, in consultation with the Bilingual Assistant Superintendent, will have the discretion to hold campus-based staff development in lieu of teachers 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 Washington Irving's 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 will be exempt from attending.
4. Washington Irving Dual Language Academy will not hire or accept transfers from other SAISD schools who are alternatively certified with zero years of teaching experience or who do not have the bilingual endorsement. The complexity of our charter's curricular program makes it too challenging to learn to teach at our school while assuming responsibility for an entire class. We will consider alternatively certified applicants if they have completed at least one year of teaching experience. If we hire first-year teachers, they must at a minimum have successfully completed a semester of student teaching (preferably a full year).
5. The campus reserves the option to create a customized report card that provides additional information about students' progress in meeting the school's overarching goals for students' learning.

Community Involvement

Washington Irving Dual Language Academy is fortunate to enjoy positive relationships both with students' families and the wider community surrounding the campus. We have held meetings with families and the larger community designed to inform the community about the mission and goals of Washington Irving and to assist parents in the registration process.

Upon approval of our charter application, we will continue to inform and involve families and the broader community in many ways. First, parents will serve on the Advisory Committee, the governing body that will oversee our charter implementation. Second, we will foster a strong relationship with parents and the community to support students, teachers and families as we pursue our charter mission. Third, we will continue to hold information sessions throughout the year as well as during our end-of-year annual event so that families and community members are continually apprised of our charter progress and its impact on student learning. Fourth, we will build strong partnerships with organizations within close proximity to the campus.

Communication

In an effort to develop strong and meaningful partnerships with parents and the community, a number of communication systems will be used:

- The school website will be updated weekly to reflect campus information.
- Washington Irving’s principal will send frequent messages to students’ families both electronically via email and in print.
- Washington Irving’s principal will conduct frequent community 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.
- Some of Washington Irving’s early release days will be dedicated to conducting conferences with families and students.
- Families will attend campus celebrations to highlight learning that has occurred during integrated curricular units.
- Families will attend monthly meetings that focus on curriculum and student performances.

ENROLLMENT AND WITHDRAWAL PROCEDURES

The Superintendent of Schools or designee shall develop regulations, procedures, guidelines, and timelines for enrollment into all Choice Schools and Programs. Choice Schools and Programs include in-district charters, magnets, and early college high schools.

As a district choice school/program, Washington Irving Dual Language Academy will follow district policies and administrative procedures for the enrollment and withdrawal of all students.

Staff from the Office of Access and Enrollment Services will meet annually with the campus principal to review admissions criteria and establish the number of seats available for enrollment in each grade level.

PEIMS REPORTING PLAN

Washington Irving Dual Language 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

Washington Irving Dual Language Academy will utilize the Positive Behavioral Interventions and Support (PBIS) model to establish behavioral expectations for the campus, and 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 2017-2018 Edition).

SAFETY AND SECURITY

Washington Irving Dual Language Academy will follow the current SAISD procedure for safety, security and emergency evacuation as outlined in the Emergency Response Guide.

FACILITIES AND TRANSPORTATION PLAN

The property of Washington Irving Dual Language Academy includes classrooms, computer and science labs, clinic, lounge, cafeteria, music room, library, gymnasium and counselor's office. However, the charter implementation will require some modifications to facilities or grounds. Such modifications include but are not limited to: modified restroom facilities to accommodate early grade students, playground facilities, and other modifications required to provide service to elementary grade students.

Washington Irving Dual Language Academy will follow the guidelines for facility maintenance as outlined in SAISD Policies and Rules and Regulations Section CLB.

Students attending any of SAISD's choice schools may use the district's hub system. After students get picked up at a stop, they will be transported to a central location where they will transfer to a different bus that takes them to their destination school. Currently, stops are located within the district. Students residing outside of the district may utilize the hub system, but parents are responsible for transporting them to and from the initial stop.

EMPLOYMENT PLAN

Qualifications

Each employee at Washington Irving Dual Language Academy will meet the requirements for highly qualified bilingual teachers and classifications of employees as required by the district. In addition, all future 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.

Compensation and Benefits

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

Recruitment, Selection, Hiring and Dismissal

Washington Irving Dual Language Academy will follow SAISD's policy for hiring, including pre-screening by district personnel with the addition of the following requirements for every applicant to the Washington Irving Dual Language Academy charter school:

- Applicants will meet with principal to discuss program expectations, obligations of employment and waivers of policies and procedures in our charter.
- The principal reserves the right to call applicants after interviewing for positions to inform them whether they will move forward in the hiring process.
- Upon acceptance, applicants understand that as an employee they are committing to implementing the mission and goals of our charter. The Advisory Committee will approve a campus document that reviews and sets expectations yearly to ensure commitment from the staff.

Washington Irving Dual Language Academy will follow district procedures for transfer of faculty and staff. Washington Irving Dual Language Academy will follow state law and board policy addressing dismissal of contract employees and will follow district policies regarding dismissal of at-will employees.

Employee Complaints

The process for handling employee grievances will follow district policy and procedures.

OPERATIONAL AND FINANCIAL PLAN

The charter will maintain a close working financial and operational 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, Washington Irving Dual Language 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.

Washington Irving'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, Washington Irving Dual Language Academy 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.

The annual audit of the budget will follow district policy and procedures. In addition, the Advisory Committee 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. Washington Irving Dual Language Academy will use the business services provided by SAISD.

In addition to the school's operating budget, the campus will require additional enhancements. Costs for these enhancements are estimates and are noted in more detail in Appendix B. The total for these enhancements is \$40,000.00.

Washington Irving Dual Language Academy will apply for the Public Charter School Program Start-Up Grant (see Appendix C). If awarded, SAISD will be responsible on an annual basis for costs related to professional development not covered by the PCS grant as well as those needed beyond the grant period.

Start-up funds will be utilized to address four main areas of need (see table below):

1. Dual Language classrooms
2. Technology
3. Professional development
4. Supplies and materials

Area of Need	Proposed Start-Up Fund Request / Rationale
Dual Language Classrooms (17)	<ul style="list-style-type: none"> ❖ Dual Language classroom libraries ❖ Dual Language guided reading texts to support Literacy Squared ❖ Dual Language classroom environment set-up
Technology	<ul style="list-style-type: none"> ❖ Interactive whiteboards with built-in speakers in every classroom ❖ Laptop computers for every teacher ❖ Laptop computer or iPad for every student ❖ Bilingual software per student
Professional Development	<ul style="list-style-type: none"> ❖ Dual language conference attendance for all bilingual teachers ❖ Dual language curriculum writing stipend ❖ Family and community responsive to the needs of students
Supplies and Materials	<ul style="list-style-type: none"> ❖ Language assessments ❖ Marketing and student recruiting ❖ Supplemental Spanish instructional resources ❖ Library Spanish books ❖ Dual Language curriculum materials for teachers ❖ Bilingual texts for school library ❖ Miscellaneous

Start-up funds total: \$799,790.00

REFERENCES

- Aud, S., Hussar, W., Planty, M., Snyder, T., Bianco, K., Fox, M., Frohlich, L., Kemp, J., & Drake, L. (2010). *The Condition of Education 2010* (NCES 2010-028). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.
- Baker, C. (2006). *Foundations of bilingual education and bilingualism* (4th ed.). Clevedon, UK: Multilingual Matters.
- Batalova, J., Fix, M., & Murray, J. (2007). *Measures of Change: The demography and Literacy of adolescent English learners: A report to Carnegie Corporation of New York*. Washington, DC: Migration Policy Institute.
- Calderón, M., & Carreon, A. (2000). *A two-way bilingual program: Promise, practice, and precautions*. Center for Research on the Education of Students Placed at Risk.
- Cloud, N., Genesee, F. and Hamayan, E. (2000). *Dual Language Instruction. A Handbook for Enriched Education*. Boston, MA: Heinle and Heinle.
- Cummins, J. (1978). Metalinguistic development of children in bilingual education programs: Data from Irish and Canadian (Ukrainian-English) programs. In M. Paradis (Ed.) *Aspects of bilingualism*. (pp. 127- 138). Columbia, S.C.: Hornbeam Press.
- Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*, 49, 222-251.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Los Angeles: California Association for Bilingual Education.
- Cummins, J. (2000a) *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters.
- Cummins, J. (2000b). Biliteracy, empowerment, and transformative pedagogy. In J.V. Tinajero & R.A. DeVillar (Eds.). *The Power of two languages: Effective dual language use across the curriculum* (pp. 9-19). New York, NY: McGraw-Hill School Division.
- Galambos, S. & Hakuta, K. (1988). Subject-specific and task-specific characteristics of metalinguistic awareness in bilingual children. *Applied Psycholinguistics*, 9, 141-162.
- García E. & Gonzalez, D. (2006). *Pre-K and Latinos: the foundation for America's future*. Washington, DC: Pre-K Now Research Series.
- García, O., Kleifgen, J.A., & Falchi, L. (2008). *From English language learners to emergent bilinguals*. A Research Initiative of the Campaign for Educational Equity. Teachers College, Columbia University.
- Lindholm-Leary, K. (2005a). *Review of research and best practices on effective features of dual language education programs*. Retrieved February 10, 2006, from <http://www.cal.org/twi/guidingprinciples.htm>
- Lindholm-Leary, K. (2005b). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56-59.
- Mechelli A., Crinion J., Noppeney U., O'Doherty J., Ashburner J., Frackowiak R., & Price C. (2004). Neurolinguistics: structural plasticity in the bilingual brain. *Nature* 431: 757.
- National Academy of Sciences (2010). *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads*. National Academies Press. Free summary available at <http://www.nap.edu/catalog/12984.html>
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for Long-Term English Learners*. Long Beach, CA: Californians Together.

- Peal E. & Lambert, W. (1962). The relationship of bilingualism to intelligence. *Psychological Monographs*, 76(546), 1-23.
- Ricciardelli, L. (1992) Creativity and bilingualism in *Journal of Creative Behavior*, 26 (4), pp 242-254.
- Thomas, W. & Collier, V. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement: Final report, executive summary*. Santa Cruz, CA and Washington, DC: Center for Research on Education, Diversity & Excellence. Available: www.crede.ucsc.edu/research/llaa/iles.html
- Thomas, W. & Collier, V. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2(1), 1-20.

APPENDICES

Appendix A: Cultural Competence Assessment Rubric

	Emerging	Progressing	Proficient
understands and takes pride in own culture	lacks awareness of own cultural values, beliefs, traditions and holidays or ashamed of own culture	begins to show interest in understanding own cultural values, beliefs, traditions and holidays	describes and expresses pride in own cultural values, beliefs, traditions and holidays
demonstrates respect for and appreciation of diverse cultures	shows disinterest in or disrespect toward students who are different from oneself assumes everyone thinks, believes and behaves like oneself	begins to show awareness that people have different cultural heritages begins to express interest in learning more about others	actively seeks to understand how others perceive the world
values diverse languages	shows no interest in learning 2 nd language or makes fun of peer for speaking a different language	recognizes that people speak different languages; shows some interest in learning a few words from another language	actively seeks to learn a different language

Appendix B: Projected District Enhancements to Irving Academy Budget

Professional Development			
Description	Unit Cost	Units	TOTAL
Dual Language PD - Conferences	\$ 2,000	n/a	10,000
Contracted Services for PD.	\$10,000	n/a	10,000
Spanish Culture Summer Enrichment Program	\$20,000	n/a	20,000
		Subtotal	40,000

Total
\$40,000.00

Appendix C: Public Charter School Program Startup Grant Budget 2018-2020

Dual Language Classroom			
<u>Description</u>	<u>Unit Cost</u>	<u>Classrooms</u>	<u>TOTAL</u>
Dual Language classroom libraries (3- PK, 4- K, 4- 1st, 4- 2nd, 4- 3rd = Total 18 classrooms)	\$3,000	18	54,000
Dual Language guided reading texts to support Literacy Squared - 600.00 per classroom (K-3 - 18 classrooms)	\$600	18	10,800
Dual language Classroom Environment Set up (Word walls, PBL Centers, Bilingual Visuals, etc.)	\$1,500	18	27,000
Subtotal			91,800

Technology			
<u>Description</u>	<u>Unit Cost</u>	<u>Detailed</u>	<u>TOTAL</u>
Interactive whiteboards (3- PK, 4- K, 4- 1st, 4- 2nd, 4- 3rd = Total 18 classrooms)	\$5,000	18	\$90,000
Teacher computers	\$905	18	\$16,290
Student computers	\$675	100	\$67,500
Student iPads	\$523	400	\$209,200
Bilingual Software per student	\$20	500	\$10,000
Subtotal			\$392,990

Professional Development			
<u>Description</u>	<u>Unit Cost</u>	<u>SY</u>	<u>TOTAL</u>
Dual Language /Biliteracy/Second Language Acquisition per year (Conferences , Contracted Serv.	\$40,000	2	80,000
Dual Language curriculum writing stipend (per SY)	\$15,000	2	30,000
Family and Community (per SY))	\$10,000	2	20,000
Subtotal			\$130,000

Supplies and Materials			
<u>Description</u>	<u>Unit Cost</u>	<u>Detailed</u>	<u>TOTAL</u>
Language Assessments	\$10,000	1	\$10,000
Marketing/Student Recruitment	\$5,000	1	\$5,000
Supplemental Spanish Instructional Resources (Social Studies, Science & Math)	\$65,000	1	\$65,000
Library Spanish books	\$30,000	1	\$30,000
Dual Language curricular materials – Teachers	\$15,000	1	\$15,000
Bilingual texts for school library	\$40,000	1	\$40,000
Miscellaneous	\$20,000	1	\$20,000
Subtotal			\$185,000

Total	\$799,790.00
--------------	---------------------