

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

INTERNAL CHARTER SCHOOL
APPLICATION FOR

TEXANS CAN ACADEMIES

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PART I

PURPOSE AND NEED:

1. State the purpose for the proposed charter campus or charter program.

Texans Can Academies respectfully requests approval to operate a grade 9 through grade 12 high school co-located at the Highlands High School Campus to provide access to a high quality public education for students who have demonstrated the need for extra assistance for graduation.

Texans Can Academies, in conjunction with San Antonio ISD through a Management Agreement, will enhance the offerings for those students on the verge of dropping out or who have dropped out and who are seeking an alternative to the traditional high school setting.

Currently, at Highlands, the percent of over age students in grades 9, 10, 11, and 12 is 37%, 31%, 35%, and 30% respectfully. According to the Texas Education Agency definition for at-risk student, which is found in Texas Education Code §29.081 and is used to predict dropout potential, an at-risk student is described as a student that is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent of 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester. Thereby, not earning high school credits at the appropriate rate resulting in an overage student.

2. Describe what distinguishes the proposed program from the District's current program.

Texans Can Academies serve students ages 14-21 who have struggled in the traditional high school setting. All campuses accept students throughout the academic year, and work with each individual student to understand their personal circumstances. Texans Can Academies offers two compressed four-hour sessions a day. These sessions include a four nine-week term school calendar. Texans Can Academies' *Caring for the Whole Student* organizational framework is a direct teach comprehensive high school course offering anchored in Dr. Reuven Feuerstein's Structural Cognitive and Affective Repair constructs. Texans Can Academies also utilize Cognitive Development through Reading Across the Curriculum (*Marquez Reading*). The *Marquez Reading* process is comprised of a six-step methodology: 1) Fluency; 2) Reading for information; 3) Comprehension including 3a. Paraphrasing and 3b. Summarization; 4) Meta-Cognition; 5) Closure; and 6) Lesson Transition. Students acquire reading and thinking skills through this reading process which is delivered in every subject, every day.

In addition to the rigorous instructional program, Student Advisors monitor student attendance, health and wellness, as well as provide guidance with respect to college, career and military opportunities. Within ten days of enrollment, Texans Can Academies conduct a career interest, as well as a health and wellness inventory for every student. The career inventory assists in the guidance of students to the appropriate license, certificate or college/university program. Additionally, the health and wellness inventories allow Texans Can Academies to address psychosocial issues and focus on providing immediate services with regard to a student's mental health, food, housing, immunization, dental, vision, clothing or parenting needs.

MISSION AND GOALS:

1. Provide a copy of the mission statement for the proposed charter campus or program.

Texans Can Academies mission is to provide the highest quality education for all students, especially those who have struggled in a traditional high school setting, in order to ensure the students' economic independence.

Texans Can Academies maintain core values of student centered decision making while maintaining a rigorous curriculum grounded in reading and thinking skills. Texans Can Academies strongly believes in fulfilling every aspect of the mission with a sense of urgency. The philosophy that has lead to the success of students at Texans Can Academies is that reading is the key to empowerment, personal fulfillment, success and employment; that personal responsibility, character, values and passion lead to good citizenship; and that learning is best accomplished in a nurturing yet structured environment.

2. State the proposed goals for the campus or program, including the number of students to be served.

Texans Can Academies, in conjunction with San Antonio ISD and as further delineated in the Management Agreement, will work with a minimum of 250 total students per School and for the 2018-2019 school year, specifically as a co-located school within Highlands High School to provide:

- a. -an increase in the number of students graduating high school within 2 years of enrollment;
- b. -an increase in fluency and reading comprehension;
- c. -an increase in the number of students with hope and clear goals through and beyond high school;

- d. -a viable solution and continuum of interventions for students seeking an alternative to the traditional high school setting (See Appendix A); and
- e. -a coordinated proactive placement of students at the appropriate intervention before they drop out of high school.

CURRICULUM AND INSTRUCTIONAL PROGRAM:

1. Provide a copy of the curriculum to be used in the proposed campus or program objectives of the program and the materials to be used.

Texans Can Academies' instructional framework operates on a vigorously researched and rigorously compressed scope and sequence. See Appendix C.

2. Outline the methods of instruction for each subject at each grade level to be served.

Texans Can Academies' instructional framework is a direct teach comprehensive high school course offering anchored in Dr. Ruven Fuerstein's Structural Cognitive and Affective Repair constructs and Cognitive Development through Reading Across the Curriculum (*Marquez Reading*). Dr. Feuerstein's Instrumental Enrichment (IE) is a cognitive intervention program comprised of a series of content free pencil-and-paper tasks designed to enhance an individual's learning and thinking strategies focusing on perceptual-motor function. Each instrument teaches the user a vital cognitive strategy: to gather and apply information, to strategize, and to problem solve in order to enhance the learning experience. Cognitive Development Through Reading Across the Curriculum, known by staff and students as *Marquez Reading*, focuses on increasing reading fluency, thinking through text-based material, and writing in response to reading. This approach, born out of Instrumental Enrichment and developed by the CEO of Texans Can Academies, Mr. Richard Marquez, is grounded in action research and practical application across the United States. The *Marquez Reading* approach has been a key driver throughout Texans Can Academies since 2007. The approach is designed to address the 13 most critical literacy and thinking skills and is integrated into all Texans Can Academies classrooms on a daily basis.

Professional learning associated with Instrumental Enrichment and *Marquez Reading* guides the planning, designing and execution of the lesson cycle and ultimately the learning and interventions for all students. Texans Can Academies' instructional framework utilizes a progressive coaching model which revolves around four core standards:

- 1-Cognitive Development Through Reading Across the Curriculum
- 2-Intentional Questioning and Goal Focus and/or Learning Objective
- 3-Active Engagement
- 4-Intervention Loop

Texans Can Academies' e-observation protocols are built on five levels of proficiency and are accompanied by the appropriate descriptors associated with the behaviors, actions and habits associated with each level of proficiency.

Texans Can Academies instructional framework utilize the *Simple Guide to the Process for Teaching* backward design lesson planning/delivery model. *Simple Guide to the Process for Teaching* is nested in an e-suite of tools housed in *My Course Can*.

3. Describe any educational services the proposed program intends the District to provide.

Any educational services the district will provide will be outlined in the management agreement between Texans Can Academies and San Antonio ISD.

STUDENT ACHIEVEMENT:

1. Describe the student performance objectives of the proposed campus or program.

In addition to the Performance Contract Metrics found in the Management Agreement, the Superintendent of Schools or designee shall develop a charter School Performance Framework (“SPF”) by which all charter schools and programs will be evaluated. The SPF and the Performance Contract Metrics will inform district decisions related to campus replacement, restart, or closure.

Performance objectives may include, but are not 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 (OI) staff will meet with the principal and/or school operator to establish baseline metrics in the Fall of year one and thereafter to finalize tentatively approved Performance Contract metrics. OI staff will monitor, evaluate, and publish campus performance annually, the results of which will determine whether the charter will be placed on probation, revoked, or renewed on a three or five-year cycle.

Proposed Texans Can Academy Performance Objectives

The District aspires to master an overall improvement each year in the cumulative passing percentage in each core subject area. The current scores and goals for 2018 are calculated based on at the least a 10% improvement of the failure rate. See table for current performance data for Texans Can Academies.

Current overall in ALL subjects is 54% with a goal of 60% in 2018.

Current ELA score is 38% with a goal of 44.2% in 2018.

Current Math score is 64% with a goal of 67.6% in 2018.

Current Science score 70% with a goal of 73% in 2018.

Current Social Studies score is 80% with a goal 82% in 2018.

	Overall	ELA	MATH	SCIENCE	SOCIAL STUDIES
TEXANS CAN DISTRICT	54%	38%	64%	70%	80%
Attendance Rate 2015-2016	92.9%				
Dropout Rate 2016-2017	12.6%				
Graduation Rate 2016 Cohort	51%				
Total Annual Graduates 2017	2232				

2. Describe a plan for implementation of the state accountability system.

HB 22 establishes three domains of indicators to evaluate the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Student achievement and school progress will be enhanced by teaching the academic concepts of content daily through literacy to build background knowledge. Texans Can Academies utilize a systemic approach to progress monitoring. The progress monitoring approach includes teacher generated assessments; district generated scheduled skills checks and district generated semester benchmarks. Texans Can Academies’ assessments, skill checks and benchmarks include software analysis by student expectation (by student, teacher and campus) to allow for the appropriate and timely instructional interventions.

3. Present a description of the plan for evaluating student performance including the forms of assessment that will be used to measure student progress toward achievement of the schools’ performance standards, timelines for achievement of such standards, and procedures for corrective action in the event that student performance falls below such standards.

Cognitive Development through Reading Across the Curriculum is monitored daily to ensure all students are improving their literacy capabilities. Students will be assessed using the Gates-MacGinitie Reading Tests upon enrollment and during the final term to obtain reading level improvements. Benchmarks in all tested subjects will be administered throughout the year to gauge grade level performance for all students who will take the End of Course (EOC) state assessment. Non STAAR EOC systems of improvements include a college and career team, consisting of an assistant principal, career transition coordinator and advisor to work with all students to develop individual transition plans prior to graduation. Texans Can Academies’ closing

the gap implementation plan includes the use of customized lesson plans that focus on all student populations with an emphasis on English Language Learners and students receiving Special Education services. Instructional coaching and feedback is provided consistently for staff working with students to ensure a high quality teaching and learning environment for all students. Additionally, individualized intervention is consistently provided to students struggling to meet academic goals. Post-secondary college (SAT, ACT, TSI) prep courses are also provided on an ongoing basis.

GOVERNANCE AND DECISION-MAKING PLAN:

A. Describe the composition of the governing body of the proposed program and the process for selecting its members.

The Texans Can Academies Board of Trustees is comprised of nine board members including the chairperson, vice chairperson, secretary and treasurer. The Board members are selected by the trustees currently serving on the board. Each board member can serve up to two (2), three (3) year terms.

B. Describe the duties of the governing body.

The governing body of a charter holder has the primary responsibility for implementing the public-school program authorized by the open-enrollment charter and ensuring the performance of the students enrolled in its charter schools in accordance with the Texas Education Code (TEC). The governing body of the charter holder shall, acting as a body corporate in meetings posted in compliance with Government Code, Chapter 551, oversee the management of the charter schools. *TAC §100.1101*

C. Explain the governance and management relationship between the proposed charter campus or program and the District.

The SAISD Board (the “Board”) will be the authorizing entity for the in-district charter School(s) and, pursuant to Texas statute, will contract with Texans Can Academies through the proposed Management Agreement. Texans Can Academies will be held responsible for meeting the goals for academic achievement, organizational viability, and fiscal health set forth in its charter, in the Management Agreement and in the Performance Metric Contract. The SAISD Board will:

- Periodically review the academic, financial and operational viability of the schools operated by Texans Can Academies;
- Review the schools’ academic and other policies;
- Provide for a process of administrative review of instructional and disciplinary decisions rendered by school administration;
- Approve an annual budget, and evaluate annual audits;
- Ensure appropriate financial controls over accounts in which school funds are housed;
- Develop and review performance under the charter.

The Board will delegate to Texans Can Academies and school leadership responsibility for managing day-to-day operations and hold them accountable for achieving the academic, operational, and financial targets outlined in its charter. The Board will routinely evaluate the schools' performance and is committed to ensuring that students of Texans Can Academies receive a complete educational program based on the requirements set forth in the school's charter and in accordance with all applicable laws and regulations.

D. List the Board policies for which the waivers are requested. Include a reason for each waiver request and describe alternate policies, if any, under which the program will operate.

Pursuant to Texas regulation and statute, the Board will provide Texans Can Academies with exceptions to existing policies and waivers to the fullest extent of the law including, but not limited to policies regarding class size, conferences, curriculum and instruction, and professional development.

E. Describe the nature and extent of parental and community involvement operation of the proposed school. Address the following:

1. Any provisions for a campus or program accountability committee.

The accountability committee will consist of the same parties as the district planning committee. This committee consists of the Chief of Schools, Chief Financial Officer, Chief Director of Human Resources, Chief Operations Officer, and the Director of Business Solutions from Texans Can Academies. The framework for accountability is built based on the demographics of our schools and the goals of the Texas Education Agency to ensure we are in compliance with state and federal guidelines for growth. All campuses are Title I school wide, so the campus uses Title I funds to support comprehensive school wide reforms. The committee will focus on providing students a diverse, integrated curriculum and learning experiences necessary for a well-rounded education.

2. A process for development of an annual school improvement plan.

The District Planning Committees' (DPC) primary role is to advise the Superintendent, Chief of Schools, and staff in the planning, operating, supervising, and evaluating of the District's educational program. The DPC will convene meetings during the Spring to review and analyze state assessment results to guide development of the school improvement plan. Demographic, academic, financial, and survey data will be analyzed for improvement discussions. The goal is to design a plan that closes the achievement gap, increases equity, improves the quality of instruction, and increases academic outcomes for all students.

3. The relationship of the proposed program to the District level planning and decision-making process and to the District's goals and objectives.

The District Planning Committee membership consists of representatives from across the district. This committee's task will be to make decisions that impact students and create conditions that

foster high academic achievement. The committee will make decisions based on the best interest of students and aligned with the district's mission, vision, and beliefs. The District Planning Committee will review/refine curriculum to ensure it is aligned to student learning goals. Annual state accountability results, as well as other student data will be shared with stakeholders as appropriate to establish student learning goals; the student learning goals will require approval by Texans Can Academies Board. Other student data will include parent, teacher and student surveys administered annually in the spring semester. Survey questions are designed to capture perception data from stakeholders about the total school program and results are shared with the DPC and parents.

F. Describe the procedures by which the program's activities and progress will be communicated to the Board and to the community.

Program activities and progress is communicated through board meetings, parent meetings, electronic messaging, and the Texans Can Academies website.

ENROLLMENT AND WITHDRAWAL PROCEDURES:

As is also set forth in the Management Agreement, 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, Texans Can Academies 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:

Explain how PEIMS data will be collected, maintained and reported to the District and to the Texas Education Agency.

Texans Can Academies is subject to the TEA requirements for the Texas Student Data System ("TSDS"). Texans Can Academies acknowledges that SAISD is ultimately responsible for compliance with state and federal data reporting requirements. Texans Can Academies will cooperate and coordinate with SAISD to ensure that all current TSDS Data Standards are met,

including all data elements and reporting codes. As further set out in Article XIV of the Management Agreement, Texans Can Academies will furnish all required data to SAISD in a timely manner and in proper form so that SAISD may meet all data submission dates required by TEA. For purpose herein, to be in proper form, the data must be delivered to SAISD in a computer file or other agreed upon electronic form that can be imported directly into the SAISD student information system. Texans Can Academies shall account for enrollment and attendance on the daily Attendance Record and in a manner similar to that utilized at other SAISD schools. Texans Can Academies and SAISD shall collaborate and cooperate to ensure that all other TEA recordkeeping and reporting requirements applicable to a campus program charter and SAISD students enrolled in a campus program charter are met. SAISD and Texans Can Academies will collaborate to determine what training is needed to assist Texans Can Academies to comply with the data collection, reporting, and submission requirements set forth herein and as required by TEA. Texans Can Academies reporting requirements will be outlined in the management agreement between Texans Can Academies and San Antonio ISD.

DISCIPLINE PROGRAM AND PROCEDURES:

Describe the proposed program's discipline plan and procedures, including the relationship, if any, to the District's adopted Student Code of Conduct and the Disciplinary Alternative Education Program.

Discipline Management Techniques

Discipline shall be a collaborative effort between Texans Can Academies and SAISD designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Because of these factors, discipline for a particular offense, including misconduct in a district vehicle owned or operated by the district, unless otherwise specified by law, may bring into consideration varying techniques and responses.

While Texans Can Academies will be authorized to institute its code of conduct and disciplinary procedures, they will be subject to state and federal due process laws and SAISD's policies and administrative procedures regarding expulsions or referrals to DAEP. Consistent with SAISD's Student Code of Conduct, a student facing expulsion and his or her parents or guardians will be afforded all due process protections required under applicable laws and regulations including a full and fair hearing.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, state and/or federal law shall prevail.

In accordance with the Education Code, a student who is enrolled in a special education program may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct. In deciding whether to order suspension or expulsion, regardless of whether the action is mandatory or discretionary, Texans Can Academy shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school advisors or administrative personnel.
- Parent-teacher conferences.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Withdrawal of privileges, such as participation in extracurricular activities or membership in school-sponsored clubs and organizations.
- Restriction or revocation of district transportation privileges.
- Out-of-school suspension
- Expulsion
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Discipline Management Plan

Disciplinary Infractions and Consequences

Infractions of Texans Can Academies Student Code of Conduct are grouped into five levels, depending upon the seriousness or persistence of offenses.

- Level I- infractions are those which are routinely/generally addressed by the classroom teacher;
- Level II- infractions are addressed by a teacher (if appropriate), and an administrator or student advisor;
- Level III- infractions/ offenses are addressed by an administrator or student advisor;
- Level IV- mandatory infractions/ offenses, often leading to discretionary expulsion;
- Level V- mandatory expulsion

Consequences for each level include but are not limited to those listed. Consequences may be applied alone or in combination, depending upon the circumstances and the judgment of the administrator.

See Appendix B for Additional Details.

SAFETY AND SECURITY:

Describe the safety and security plan, including any emergency procedures.

School Resource Officers (SRO's) will be provided by SAISD. Texans Can Academies will follow the local school emergency procedures. We will participate with all the local school emergency drills. We will incorporate the local school emergency procedures into our student handbook.

Student safety on campus, or at school-related events, is a high priority of Texans Can. With safety in mind, Texans Can has implemented safety procedures. However, the school can address only part of the challenge; the essential remaining part is the cooperation of students, including:

- Avoiding conduct that is likely to put the student or other students at risk;
- Following the student discipline policy and any additional rules for behavior and safety set by the Principal or teachers;
- Remaining alert to and promptly reporting safety hazards, such as intruders on campus;
- Knowing emergency evacuation routes and signals;
- Following immediately the instructions of teachers, and other Texans Can employees, who are overseeing the welfare of students.

In the event that law enforcement is required, Texans Can Academies will utilize the SAISD Police Department.

FACILITIES AND TRANSPORTATION PLAN:

- 1. Indicate what facilities are to be used for the proposed program. Describe any modifications proposed for existing District facilities. If the facilities are not currently District property, explain how they are to be acquired.**

Facilities will be assigned by the SAISD. Any building alterations will be coordinated with SAISD.

- 2. Outline a plan for routine maintenance of the facilities for the proposed program. Indicate whether such services are to be provided by the District or by some other means.**

Maintenance of facilities will be the responsibility of SAISD. We will follow the existing local school district facilities maintenance work requests and schedules process.

- 3. Describe the plan for providing transportation of students to the proposed campus or program. Indicate whether such services are to be provided by the District, by a transportation company, or by some other means.**

SAISD will provide transportation for Texans Can Academy students to an approved SAISD bus stop in accordance with the SAISD school calendar to the same extent and manner provided to other SAISD students. Refer to section 10.5 of the Management Agreement for further details regarding student transportation.

EMPLOYMENT PLAN:

Describe the proposed employment practices of the campus or program including:

- a. Description of the qualification and classifications of employees;**

Texans Can Academies follows all applicable laws and policies as established by the State Board of Educators Certification and the Texas Education Agency. All teaching staff are certified, in an Alternative Certification Program to become certified or deemed highly qualified by passing the content exam.

- b. A compensation schedule including any benefits to be granted;**

Texans Can Academies offers competitive salaries with health, dental, vision and various other benefits. There is a company paid dental plan, a long-term disability plan and a life insurance policy of \$50,000 per employee. Texans Can Academies is also a contributor to the Teacher Retirement System (TRS). See Appendix E - Teachers Pay Schedule.

- c. Recruitment and selection procedures;**

See Appendix D – Applicant Playbook.

d. Hiring and dismissal procedures; and

See Appendix D – Applicant Playbook.

e. Process for handling employee complaints.

See Appendix F – Grievance Policy.

OPERATIONAL AND FINANCIAL PLAN:

A. Describe the role of the principal responsible for personnel, the budget, purchasing, program funds and any other areas of management.

The campus principal is accountable to meet all fiduciary standards in compliance with the Texas Education Agency and industry best practices.

B. Provide evidence that the proposal for the charter campus or program is economically sound for both the charter campus or program and the District.

Texans Can Academies budget is based upon its established staffing formulas and historical costs. The financial consideration is based on reimbursement of campus-based costs plus a 15% management fee. Further information will be detailed in the management agreement between Texans Can Academies and San Antonio ISD.

**TEXANS CAN!
COSTS BY FUNCTION**

FOR THE YEAR ENDED AUGUST 31, 2017

TEXANS CAN ADA FOR FY 2017				4,952
				State Funds
			Actual Amounts	Cost per Student
EXPENSES				
	11	Instruction	17,857,754	3,606.17
	12	Instructional resources		
	13	Curriculum and instructional staff development	1,229,285	248.24
	21	Instructional leadership	914,782	184.73
	23	School leadership	6,270,960	1,266.35
	31	Guidance, counseling and evaluation services	5,378,907	1,086.21
	32	Social work services		
	33	Health services	98,373	19.87
	34	Student transportation	1,011,291	204.22
	35	Food services	-	-
	36	Cocurricular/extracurricular activities	174,064	35.15
	41	General administration	3,988,765	805.49
	51	Plant maintenance and operations	7,966,754	1,608.80
	52	Security and monitoring services	1,708,552	345.02
	53	Data processing services	2,383,481	481.32
	61	Community servies	435,013	87.85
	71	Debt service	318,978	64.41
	81	Fund raising	586,236	118.38
		Total Expenses	50,323,195	10,162

C. Include a proposed budget for the term of the charter.

TEXANS CAN ACADEMIES								
ANNUAL BUDGET FOR CAMPUS AT SAN ANTONIO ISD								
ADA ASSUMPTION		225 (250 @ 90% attendance)						
FUNCTION	6100	6200	6300	6400	Indirect costs	TOTAL	Per Student	
11	805,000	10,000	60,000			875,000	3,889	
12						-	-	
13	42,000			15,000		57,000	253	
21					43,000	43,000	191	
23	241,500		15,000	15,000	25,000	296,500	1,318	
31	196,000		10,000	15,000	12,000	233,000	1,036	
32						-	-	
33			3,000			3,000	13	
34						-	-	
35						-	-	
36				14,000		14,000	62	
41					115,500	115,500	513	
51					28,840	28,840	128	
52		11,000			10,000	21,000	93	
53		60,000	10,000	11,160	18,000	99,160	441	
61		10,000	4,000			14,000	62	
	1,284,500	91,000	102,000	70,160	252,340	1,800,000	8,000	
PER STUDENT COST	4,078	289	324	223	801	5,714		

D. Describe the manner in which an annual audit of the financial and administrative operations of the campus or program will be conducted.

Texans Can Academies is annually audited by Weaver and Tidwell. Texans Can Academies will use a unique campus identification number for all activities related to this unique location. Additionally, and as set forth in the Management Agreement, Texans Can Academies will prepare annual financial statements for its School(s), have their financial statements audited by a licensed independent CPA firm, and submit the resulting audited annual financial report to the District within 150 days after the close of Texans Can Academies fiscal year.

E. Detail the plan for fiscal accountability, including procedures for purchasing and bidding that comply with state law.

All of Texans Can Academies’ board adopted policies comply with state and federal law. Texans Can Academies is annually audited by the audit firm of Weaver and Tidwell and has had no significant deficiencies, material weaknesses in either its financial statement audit or audit of federal awards in the last four years.

Texans Can Academies has received the following Charter FIRST ratings for the last four years as follows:

Rating Year	Highest Available Rating	Texans Can Rating
16-17	Superior	Superior
15-16	Superior	Superior
14-15	Pass	Pass
13-14	Superior	Standard Achievement

F. List and describe the business services the proposed program intends the District to provide.

Texans Can Academies will provide the following business services:

- All human resource and payroll services for the campus personnel
- All procurement and accounts payable support for the campus
- All treasury and campus activity support for the campus

Any business services the program requires the district to provide will be detailed in the Management Agreement between Texans Can Academies and San Antonio ISD.

PART II

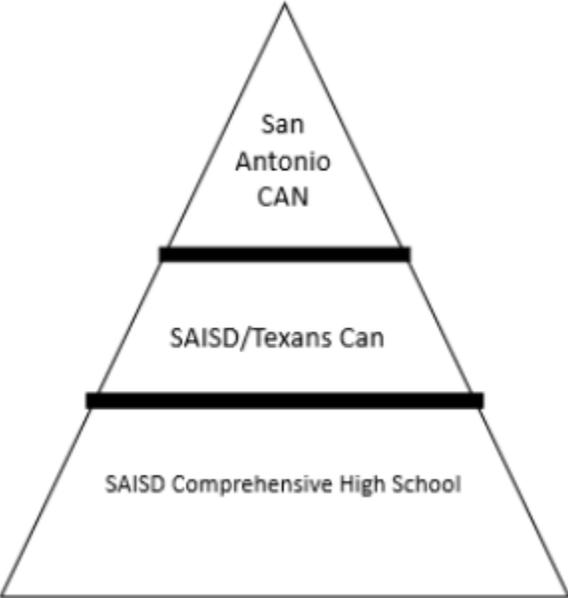
INDICATION OF SUPPORT: N/A

PART III

ADDITIONAL INFORMATION:

Provide any additional information that might be helpful to the Board when considering this request for a campus charter

APPENDIX A – INTERVENTION CONTINUUM



APPENDIX B - DISCIPLINARY INFRACTIONS AND CONSEQUENCES

Level I Offenses and Consequences

In the event of such an offense, parent/guardian will be contacted and may be requested to attend a conference with the administrator to discuss the offense and subsequent disciplinary action.

Level I Infractions:	Level I Consequences:
<ul style="list-style-type: none"> • Being tardy to class • Running or making noise • Neglecting to bring materials or work to class • Failing to follow classroom/cafeteria rules • Failing to participate in classroom activities • Violating the dress code • Eating or drinking in an undesignated area • Chewing gum or consuming food/candy • Throwing objects • Talking back/arguing or name calling • Violating the telecommunication device guidelines (first and second minor offenses) • Horse playing/scuffling (not fight) • Spitting (without bodily contact) • Violating bus conduct/safety rules not covered elsewhere 	<ul style="list-style-type: none"> • Fine assessed • Verbal reprimand • Confiscation of item • Behavioral contracts • Loss of privilege(s) • Telephone call/note to parent or conference • Change of seat assignment • Grade penalty for copying or cheating (zero) • Correct the dress code violation • Exclusion from extracurricular activities • Withdrawal or restriction of bus privileges; bus probation • Detention • In-school suspension • Out-of-school suspension

Level II Offenses and Consequences

The offense may have been committed on school property or at a school-sponsored event on or off school property. The parent or guardian will be notified by telephone or in person. A conference/hearing shall be scheduled within three days.

CONSEQUENCES WILL NOT BE DEFERRED PENDING THE OUTCOME OF AN APPEAL

Level II Infractions:	Level II Consequences:
<ul style="list-style-type: none"> • Persistent offenses from Level I (minor acts of misconduct, including repeated bus infractions) • Inappropriate language (verbal or written) • Noncompliance with the directives; disrespectful • Truancy, skipping class, leaving school/class without permission • Persistent tardies • Physically contacting student creating a disruptive environment • Encouraging or promoting a fight • Violating dress code • Creating/participating in disturbance/inappropriate activity • Failing to serve detention • Abusing the use of a hall pass • Possessing a current prescription (student’s own medication); or possessing or using one’s own nonprescription drug, natural and/or homeopathic-like substances, dietary supplements, or energy pills • Possessing toys/nuisance items, including paintballs • Violating the guidelines for telecommunication devices (third and subsequent minor offenses) • Possessing a look-alike weapon • Violating the Responsible Use Guidelines • Forging or altering schools records, parents notes, forms, or other school/home communications • Defacing or damaging school property 	<ul style="list-style-type: none"> • Fine assessed • Verbal reprimand • Confiscation of item • Behavioral contracts • Loss of privilege(s) • Telephone call/note to parent or conference • Change of seat assignment • Grade penalty for copying or cheating (zero) • Correct the dress code violation • Exclusion from extracurricular activities • Withdrawal or restriction of bus privileges; bus probation • Detention • In-school suspension • Out-of-school suspension

Level III Offenses and Consequences

The offense may have been committed on school property or at a school-sponsored event on or off school property. The parent or guardian will be notified by telephone or in person. A conference/hearing shall be scheduled within three days. Alignment to the SAISD Student Code of Conduct will be outlined in the management agreement between Texans Can Academies and San Antonio ISD.

CONSEQUENCES WILL NOT BE DEFERRED PENDING THE OUTCOME OF AN APPEAL.

Level III Infractions:	Level III Consequences:
<ul style="list-style-type: none"> • Persistent offenses from Level II, including bus infractions • Starting and/or participating in a food fight • Violating parking rules/procedures (high school) • Disrupting the school environment or educational process • Using profane, vulgar, obscene, or threatening language, including hit lists (written or verbal); or obscene gestures • Intentionally or knowingly making defamatory or slanderous remarks (written and verbal) about others • Using ethnic, racial, or gender-related slurs (verbal or written) or inappropriate acts towards others • Fighting • Using lighters or matches • Possessing or using lighters, matches, tobacco-less cigarettes, e-cigarettes or tobacco related paraphernalia • Using a laser pointer • Possessing, disturbing, or using fireworks, stink bombs, smoke bombs, other noxious chemicals, or “shock” pens • Violating the guidelines for telecommunication devices • Possessing drug paraphernalia, aerosol paint, or fixative spray • Possessing ammunition • Possessing, distributing, or creating pornographic or sexually-oriented material or material that promotes violence or other illegal activities, including sexting • Possessing, distributing, or concealing a weapon, which does not violate Texas Penal Code • Possessing a current prescription (student’s own medication); or possessing or using one’s own nonprescription drug, natural and/or homeopathic-like substances, dietary supplements, or energy pills • Selling, giving, or delivering to another person a non-prescription drug; possessing or using a nonprescription drug other than one’s own; or possessing, transmitting, selling, attempting to sell, or exhibiting what is represented to be a prohibited substance • Attempting to sell/purchase a prohibited substance through verbal or written communication without being in possession • Stealing or unauthorized possession of another person’s property, theft; committing burglary • Exhibiting, delivering, using, or selling look-alike weapons • Forging or altering school records, parents notes, forms, or other school/home communications • Assault (Class C) of another student or an adult that is not a removable or expellable offense • Vandalizing, defacing or damaging school property, including non-felony graffiti • Engaging in behavior that is illegal that does not constitute a removable or expellable offense • Failing to disclose information, hiding/covering up info/evidence for self or others, committing perjury, or lying as a witness • Making sexual comments or engaging in sexual conduct • Mooning; streaking; other forms of nudity; exposing or attempting to expose one’s undergarments or those of another • Sexual harassment (verbal or written), including stalking • Hazing; harassing or stalking (nonsexual); bullying; cyberbullying • Creating a potential health or safety hazard or a situation that may result in possible injury • Engaging in inappropriate behavior on overnight trips not addressed elsewhere • Gambling • Interfering with school activities, including trespassing, boycotting, and group demonstrations, falsifying a report; or making a 9-1-1 call that does not constitute a mandatory removal offense • Participating in an unauthorized organization, secret society, or gang activity • Committing extortion, coercion, or blackmail • Tampering with a fire extinguisher, an automated external defibrillator (AED), or their storage cabinet 	<ul style="list-style-type: none"> • Fine assessed • Verbal reprimand • Confiscation of item • Behavioral contracts • Loss of privilege(s) • Telephone call/note to parent or conference • Change of seat assignment • Grade penalty for copying or cheating (zero) • Correct the dress code violation • Exclusion from extracurricular activities • Withdrawal or restriction of bus privileges; bus probation • Detention • In-school suspension • Out-of-school suspension • Expulsion

Level IV Offenses and Consequences

Level IV Offenses are either violations of state law or behaviors that seriously disrupt the educational process. Every illegal act will require notification of law enforcement.

CONSEQUENCES WILL NOT BE DEFERRED PENDING THE OUTCOME OF AN APPEAL.

Level IV Infractions:	Level IV Consequences:
<ul style="list-style-type: none"> • Persistent misbehavior at Level III • False alarm/reports; terroristic threat • Conduct Punishable as a felony • Assault with bodily injury • Marijuana or controlled substances (non-felony) • Dangerous drugs (non-felony) • Alcohol (non-felony) • Abusable volatile chemicals • Public lewdness/indecent exposure • Retaliation against any school employee (regardless of location) • Public intoxication other than alcohol, marijuana, controlled substance or dangerous drugs • Possession of a device designed to propel a projectile (BB-guns, pellet guns, air soft guns, slingshots, etc.) • Title V felonies or aggravated robbery (off-campus) • Gang activity • Expellable offenses occurring on another district's property in Texas • Aggravated assault, sexual assault, or aggravated sexual assault against a student (regardless of location) • Murder, capital murder, or criminal attempted murder against a student (regardless of location) • Breach of computer security 	<ul style="list-style-type: none"> • Expulsion <p>• Expulsion means removal of a student from school. A charter holder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.</p>

Level V Offenses and Consequences

Level V Offenses are either violations of state law or behaviors that seriously disrupt the educational process. Every illegal act will require notification of law enforcement.

CONSEQUENCES WILL NOT BE DEFERRED PENDING THE OUTCOME OF AN APPEAL.

Level V Infractions:	Level V Consequences:
<ul style="list-style-type: none"> • Assault against an employee or a volunteer • Deadly conduct (on campus or within 300') • Retaliation against an employee or volunteer (regardless of location) • Criminal mischief • Aggravated assault, sexual assault, or aggravated sexual assault against a student (off-campus) • Murder, capital murder, or criminal attempted murder against a student (off-campus) • Expellable offenses occurring on another district's property in Texas <p>Mandatory</p> <ul style="list-style-type: none"> • Firearm • Illegal knife • Club • Prohibited weapon • Aggravated assault, sexual assault, or aggravated sexual assault • Arson • Murder, capital murder, or criminal attempted murder or capital murder • Indecency with a child • Aggravated kidnapping • Aggravated robbery • Manslaughter • Criminally negligent homicide • Continuous sexual abuse of young child • Marijuana or controlled substances • Dangerous drugs • Alcohol • Retaliation against an employee or volunteer (regardless of location involving any of the infractions above) 	<ul style="list-style-type: none"> • Expulsion <p>• Expulsion means removal of a student from school. A charter holder shall notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school.</p>

Consequences at all Levels

School officials shall notify local law enforcement authorities any time it is suspected that a criminal act occurred on school or District property or at a school sponsored or school-related event. These individuals also have the authority to involve law enforcement in any discipline or campus situation where it is deemed necessary

Before a student may be expelled, the student will be provided a hearing at which the student is afforded appropriate due process as required by the state and federal law and SAISD policy and procedure. Additionally, before final action is taken the SAISD Office of Access and Enrollment Services (OAES) shall review the case. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies. The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of the school. If the school makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the school may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

In an emergency, the Principal or the Principal's designee may order the immediate removal of a student when people or property are in imminent harm. A parent may appeal the expulsion decision to the Principal within three school days. In the event that the Principal acted as the hearing officer, the expulsion may be appealed to the chief of schools or designee.

APPENDIX C – CURRICULUM AND INSTRUCTION PROGRAM

ENGLISH IB SEMESTER AT A GLANCE 2017-2018



	TERM III	TERM IV
SECOND SEMESTER	<p>Lesson 1: Literary Nonfiction and Poetry Lesson 1: Introduction to Marquez Reading "Why Your Worst Deeds Don't Define You" by Shaka Senghor "Mother to Son" by Langston Hughes (Week 1)</p> <p>Lesson 2: Poetry and Fiction Lesson 2: Figurative Language & Complex Inferences "Theme for English B" by Langston Hughes "Hole in My Life" by Jack Gantos (Week 2)</p> <p>Lesson 3: Fiction Lesson 3: Elements of Fiction & Theme "Bodega Dreams" by Ernesto Quintero (Week 3)</p> <p>Lesson 4: Fiction Lesson 4: Elements of Fiction & Tone "House on Mango Street" by Sandra Cisneros (Week 4)</p> <p>Lesson 5: Drama Lesson 5: Characterization, Conflict & Imagery "Romeo and Juliet" by William Shakespeare (Week 5)</p> <p>Lesson 6: Expository Text Lesson 6: Author's Purpose "Night" by Eli Wiesel (Week 6)</p> <p>Lesson 7: Expository Text Lesson 7: Drawing Conclusions & Making Inferences "The Perils of Indifference" by Eli Wiesel (Week 7)</p> <p>Lesson 8: Persuasive Text Lesson 8: Determine Credibility of Textual Evidence "Raising Minimum Wage" by James Sheck (Week 8)</p> <p>Lesson 9: Review/ Skills Check Final Lesson 9: Review Term I Skills "Little Things are Big" by Jesus Colon (Week 9)</p>	<p>Lesson 1: Fiction Lesson 1: Characterization & Author's Purpose "The Happy Man" by Naguib Mahfouz (Week 1)</p> <p>Lesson 2: Fiction Lesson 2: Characterization & Theme "Lather and Nothing Else" by Hernando Tellez (Week 2)</p> <p>Lesson 3: Expository Text Lesson 3: Author's Purpose & Organizational Patterns "Oaxaca's Revolutionary Street Art" by Michael Graham De La Rosa & Samuel Gilbert (Week 3)</p> <p>Lesson 4: Expository Text Lesson 4: Summarization, Main Idea & Author's Purpose "Mexico's Last Vigilantes" by Jan-Albert Hootman (Week 4)</p> <p>Lesson 5: Review for STAAR Lesson 5: Analyze Paired Selections "Inside a Mexican Vigilante Drug Bust" by Jeremy Kryt "Mexico's Last Vigilantes" by Jan-Albert Hootman (Week 5)</p> <p>Lesson 6: Expository Text Lesson 6: Drawing Conclusions & Making Inferences "Crusaders Take Page, and Outfits from Comics" by Kirk Johnson (Week 6)</p> <p>Lesson 7: Poetry Lesson 7: Text Structure & Drawing Conclusions "Annabel Lee" by Edgar Allen Poe (Week 7)</p> <p>Lesson 8: Expository Text Lesson 8: Textual Evidence "American Civilians and Veterans are Fighting ISIS in Syria and Iraq" by Nick Robins-Early (Week 8)</p> <p>Lesson 9: Expository Text/ Skills Check Final/ Teacher's Choice Lesson 9: Review Term II Skills "Levi Shirley Wanted to Be a Marine Instead, He Died an American Vigilante Fighting ISIS in Syria" by Dan Lamotta (Week 9)</p>

SOCIAL STUDIES United States History

YEAR AT A GLANCE 2017-2018



	TERM I & III	TERM II & IV
	<p style="text-align: center;">(1/2 Credit)</p> <p>Unit 1: Founding Era (1770's-1830's) Lesson 1: Declaration of Independence (Week 1, 2 days)</p> <p>Lesson 2: United States Constitution (Week 1, 2 days)</p> <p>Lesson 3: Philosophies of Alexis de Tocqueville (Week 1, 1 day)</p> <p>Unit 2 : Post Civil War (1877-1898) Lesson 4: Western Expansion (Week 2, 2 days)</p> <p>Lesson 5: Industrial/Gilded Age (Week 2, 3 days)</p> <p>Lesson 6: Immigration/Segregation (Week 3, 2 days)</p> <p>Lesson 7: Progressive Era (Week 3 days)</p> <p>Unit 3: Rise To World Power (1898-1929) Lesson 8: U. S. involvement in International and Regional Conflicts, Imperialism, and events leading to World War I (Week 4, 5 days)</p> <p>Lesson 9: World War I (Week 5, 5 days)</p> <p>Lesson 10: Roaring Twenties (Week 6, 5 days)</p> <p>Unit 4: Great Depression and World War II (1929-1945) Lesson 11: Great Depression (Week 7, 3 days)</p> <p>Lesson 12: New Deal (Week 7, 2 days)</p> <p>Lesson 13: World War II (Week 8, 5 days)</p> <p>Unit 5: Post War America (1945-1970) Lesson 14: Origins of the Cold War (Week 9, 5 days)</p>	<p style="text-align: center;">(1/2 Credit)</p> <p>Unit 5: Post War America (1945-1970) Continued Lesson 15: Cold War/ Turbulent 60's (Week 1, 5 days)</p> <p>Lesson 16: Civil Rights Movements (Week 2, 5 days)</p> <p>Unit 6: Modern America (1970's- Present) Lesson 17: End of the 20th Century (Week 3, 5 days)</p> <p>Lesson 18: Beginning of the 21st Century (Week 4, 5 days)</p> <p>Unit 6: EOC Review Lesson 19: Review from Founding Era-World War II (Week 5)</p> <p>Lesson 20: Review from Cold War Era-Present (Week 6)</p> <p>Unit 7: Special Projects Lesson 21: Teacher choice for projects covering an Era in U.S. History (Weeks 7-9)</p>

Biology SEMESTER AT A GLANCE 2017-18



	TERM I	TERM II
	<p>Lesson 1: Laboratory Management Procedures, Binder Set-up/Journal, Safety/Scientific Skills Week 1 B.1A; B.2A; B.2B; B.2E; B.2F; B.2G</p> <p>Lesson 2: Unit 5-Levels of Biological Systems Levels of Organization Week 1 B.2G; B.10C</p> <p>Lesson 3: Unit 1-Molecules Biomolecules Week 2 B.2E; B.9A[R]</p> <p>Lesson 4: Unit 2-Cell Structure and Function Prokaryotic and Eukaryotic Cells: Week 2 B.2E; B.2H; B.4A</p> <p>Lesson 5: Unit 2-Cell Structure and Function Viruses- Structure, Reproduction, and Diseases: Week 3 B.2F; B.4C[R]; B.4A</p> <p>Lesson 6: Unit 2-Cell Structure and Function Homeostasis and Cell Transport of Molecules: Week 4 B.2F; B.2G; B.4B[R]; B.4A</p> <p>Lesson 7: Unit 2-Cell Structure/Function (Organism Growth) Cell Cycle, Organism Growth and Disruption of Cycle Week 4 B.5A[R]; B.5D</p> <p>Lesson 8: Unit 3-Genetics Components of DNA/RNA and Protein Synthesis Week 5 B.6A[R]; B.6B; B.6C</p>	<p>Lesson 1: Unit 5-Levels of Biological Systems Interactions among Animal Systems Week 1 B.10A[R]; B.10C</p> <p>Lesson 2: Unit 5-Levels of Biological Systems Interactions among Plant Systems & Photosynthesis/Respiration Overview Week 2 B.10B[R]; B.9B</p> <p>Lesson 3: Unit 6-Ecology Symbiotic Relationships Week 2 B.2G; B.12A[R] View</p> <p>Lesson 4: Unit 6-Ecology Flow of Energy through Food Chains, Webs and Pyramids Week 3 B.2E; B.12C[R]</p> <p>Lesson 5: Unit 6-Ecology Ecological Succession and Ecosystem Stability Week 3 B.2G; B.11D[R]; B.12F[R]</p> <p>Lesson 6: Biology EOC Review Category 5- Interdependence and Environmental Systems (Stations and Games) Week 4 B.11D[R]; B.12A[R]; B.12C[R]; B.12F[R]; B.11B; B.11C; B.12B; B.12D; B.12E</p> <p>Lesson 7: Biology EOC Review Category 4- Biological Processes and Systems (Stations and Games) Week 4 B.10A[R]; B.10B[R]; B.10C; B.11A; B.9B; B.9C</p>

<p>Lesson 9: Review and Reteach</p> <p>Biology Skills Check (Review Games and Study Guides) Week 5</p> <p>B.4C[R]; B.5A[R]; B.6A[R]; B.9A[R]; B.10C; B.4A</p> <p>Skill Check #1 End of Week 5</p> <p>Lesson 10: Unit 3-Genetics</p> <p>Mutations Week 6</p> <p>B.6E[R]</p> <p>Lesson 11: Unit 3-Genetics</p> <p>Genetic Crosses and Overview of Meiosis Week 6</p> <p>B.6F[R]</p> <p>Lesson 12: Unit 4-Evolution and Classification</p> <p>Relationship of Natural Selection to Adaptation/Diversity Week 7</p> <p>B.7E[R]; B.7C; B.7D</p> <p>Lesson 13: Unit 4:Evolution and Classification</p> <p>Evidences of Common Ancestry Week 7</p> <p>B.7A[R]</p> <p>Lesson 13: Unit 4:Evolution and Classification</p> <p>Evidences of Common Ancestry Week 8</p> <p>B.7A[R]</p> <p>Lesson 14: Unit 4-Evolution and Classification</p> <p>Taxonomy, Classification System and Kingdom Groups Week 8</p> <p>B.2G; B.2H; B.8B[R]; B.8A; B.8C</p> <p>Lesson 15: Review and Reteach</p> <p>Biology District Wide Skills Check (Review Games, Interactive Study Guides) Week 9</p> <p>B.4B[R]; B.4C[R]; B.5A[R]; B.6A[R]; B.6E[R];</p> <p>B.7A[R]; B.8B[R]; B.9A[R]; B.4A; B.6C</p>	<p>Lesson 8: Biology EOC Review</p> <p>Category 3- Biological Evolution and Classification (Stations and Games) Week 4</p> <p>B.7A[R]; B.7E[R]; B.7B; B.7C; B.7D; B.7F; B.7G</p> <p>Lesson 9: Biology EOC Review</p> <p>Category 2- Mechanisms of Genetics (Stations and Games) Week 4</p> <p>B.6A[R]; B.6E[R]; B.6F[R]; B.6B; B.6C; B.6D; B.6G; B.6H</p> <p>Lesson 10: Biology EOC Review</p> <p>Category 1- Cell Structure and Function (Stations and Games) Week 4</p> <p>B.4B[R]; B.4C[R]; B.5A[R]; B.6A[R]; B.6E[R]; B.6F[R]</p> <p>Lesson 11: Biology EOC Review</p> <p>Biology EOC STAAR STATE Testing Week 5</p> <p>B.2D</p> <p>Skill Check #2 End of Week 5</p> <p>Lesson 12: Unit 6-Ecology</p> <p>Variations and Adaptations in Ecosystems (Biomes) Week 6</p> <p>B.2G; B.12B</p> <p>Lesson 13: Unit 6-Ecology</p> <p>Flow of Matter through Carbon, Water & Nitrogen cycles Week 7</p> <p>B.2G; B.12E</p> <p>Lesson 14: Unit 7-Experimental Design</p> <p>Research and Design (Projects and Dissections) Week 8</p> <p>B.1A; B.2B; B.2F; B.2H; B.3B View</p> <p>Lesson 15: Unit 7-Experimental Design</p> <p>Research and Design (Projects and Dissections) Week 9</p> <p>B.2A; B.2B; B.2C; B.2D; B.2E; B.2F; B.2G; B.2H</p>
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Algebra I SEMESTER AT A GLANCE 2017-18



TERM I	TERM II
<p>Lesson 1: Introduction to Math concepts</p> <p>Basic math concepts - Concept: Relationships Week 1</p> <p>A.1C; A.1D; A.1E</p> <p>Lesson 2: Early MRP</p> <p>Early Multiple Representation-Concept: MRP Week 2</p> <p>16-skill.01; 16-Skill.02; 16-Skill.03;</p> <p>A.1E; A.1F; A.3C[R]; A.1.5C[R]; A.1.2B; A.1.3A</p> <p>Lesson 3: Solving for Y</p> <p>Student will convert Standard form to Slope Intercept</p> <p>Form-Concept: MRP Week 2</p> <p>7.7A; A.2B</p> <p>Lesson 4: Extending Graphs and tables</p> <p>Extending Graphs and tables-Concept: Patterns Week 3</p> <p>A.1B; A.1D; A.3B[R]; A.1.1E[R]; A.1.6B[R]; A.1.8B[R]; A.9E; A.1.1B</p> <p>Lesson 5: Tables to Equations</p> <p>3 Column Process - Concept MRP Week 4</p> <p>16-Skill.04; A.2C[R]</p> <p>Lesson 6: MRP Part 2</p> <p>The last 2 (5-6) math transformations - Concept Predicting Week 4</p> <p>A.1D; A.3B[R]; A.3C[R]; A.1.1D[R]; A.1.5C[R]; A.3A</p> <p>Skill Check #1 End of Week 4</p> <p>Lesson 7: Matching equation to tables</p> <p>See an Equation, Type an Equation (Type I Calculator Skills)</p> <p>Concepts: MRP, Patterns Week 5</p> <p>A.10E[R]; A.11B[R]; A.10A; A.10B; A.10D; A.10F</p>	<p>Lesson 1: Systems of Equations</p> <p>Solve and Identify appropriate Systems of Equations 1</p> <p>A.2I[R]; A.5C[R]; A.1.8B[R]; A.3F; A.3G; A.1.8A</p> <p>Lesson 2: Quadratics</p> <p>Quadratics 2</p> <p>A.1C; A.1D; A.7A[R]; A.8A[R]; A.1.10A[R]; A.1.1E[R]; A.1.7B[R]; A.1.9D[R]; A.6C; A.7B; A.1.10B; A.1.7A; A.1.8A</p> <p>Lesson 2: Quadratics</p> <p>Quadratics Week 3 A.1C; A.1D; A.7A[R]; A.8A[R]; A.1.10A[R]; A.1.1E[R]; A.1.7B[R]; A.1.9D[R]; A.6C; A.7B; A.1.10B; A.1.7A; A.1.8A</p> <p>Skill Check #1 End of Week 3</p> <p>Lesson 3: Scatterplot</p> <p>Correlation, Interpolated Values, domain/range/finder/Dep</p> <p>Week 4 A.1.2D[R]; A.1.4A[R]; A.1.6D</p> <p>Lesson 4: Inequality Recognition</p> <p>Recognize Graphs that represent a stated inequality</p> <p>Week 4 A.1.10A[R]</p> <p>Lesson 5: Parent Function</p> <p>Concept of Parent Function(s), and Test taking technique</p> <p>Week 5 A.1D; A.7C[R]</p>

<p>Lesson 8: Compare Expressions</p> <p>Compare Expressions (Type III calculator Skills)-Concepts: MRP, Patterns Week 5</p> <p>A.1D; A.1.4A[R]; A.1.7B[R]; A.1.4B</p> <p>Lesson 9: Solve for X (Type II calculator Skills)</p> <p>Solve missing values in equations - Concept: Cause and Effect Week 6</p> <p>A.1A; A.1B; A.1C; A.1G; A.3D[R]; A.5A[R]; A.5C[R]; A.1.4A[R]; A.1.7B[R];</p> <p>A.1.8B[R]; A.10A; A.10B; A.12E; A.2D; A.4C; A.5B; A.1.6G; A.1.7C</p> <p>Lesson 10: Functions</p> <p>Qualification, Characteristics and Vocabulary of Functions – Concept: Cause and Effect Week 7</p> <p>A.2A[R]; A.6A[R]; A.1.10A[R]; A.12A; A.12B; A.2B</p> <p>Skill Check #2 End of Week 7</p> <p>Lesson 11: Meaning of Slope and Intercepts</p> <p>Meaning of Slope and Intercepts-Concepts: Rates and Amounts Week 8</p> <p>A.1A; A.1C; A.1D; A.1E; A.1F; A.3B[R]; A.1.1E[R]; A.1.5C[R];</p> <p>A.1.6B[R]; A.1.6F[R]; A.2B; A.3A; A.3E; A.1.6A; A.1.6D; A.1.7A</p> <p>Lesson 11: Meaning of Slope and Intercepts</p> <p>Meaning of Slope and Intercepts-Concepts: Rates and Amounts Week 9</p> <p>A.1A; A.1C; A.1D; A.1E; A.1F; A.3B[R]; A.1.1E[R]; A.1.5C[R];</p> <p>A.1.6B[R]; A.1.6F[R]; A.2B; A.3A; A.3E; A.1.6A; A.1.6D; A.1.7A</p> <p>Lesson 12: Story of Slope</p> <p>Interpreting Slope and Intercepts: Concept Rates and Amounts Week 9</p> <p>A.1D; A.1E; A.2C[R]; A.3B[R]; A.3C[R]; A.4B; A.4C; A.1.2A View</p> <p>Final Test</p>	<p>Lesson 6: Effects of change</p> <p>Predicting resultant changes imposed on a starting function</p> <p>Week 5 A.7C[R]; A.1.10A[R]; A.1.6C[R]; A.1.6F[R]; A.1.9C</p> <p>Skill Check #2 End of Week 6</p> <p>Lesson 7: EQ-Solving One step Equations</p> <p>Demonstrate mastery of solving one step equations Week 7</p> <p>A.1C; A.1D; A.1E; 6.10A; 6.10B</p> <p>Lesson 8: EQ-Solving two step equations</p> <p>Introduce two step equations Week 7</p> <p>A.1C; A.1D; A.1E; 7.11A; 7.11B</p> <p>Lesson 9: Solving Multi Step Equations</p> <p>Students will solve two step equations Week 8</p> <p>8.8C; A.1C; A.1D; A.1E</p> <p>Lesson 10: EQ-Solving Multi Step Equations</p> <p>Students will solve complicated problems Week 9</p> <p>8.8C; A.1C; A.1D; A.1E</p> <p>Lesson 11: Literal Equations</p> <p>More work on equations Week 9</p> <p>A.1C; A.1D; A.1E; A.12E</p>
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APPENDIX D – TEACHER PAY SCHEDULE

Texans Can Academies Compensation Plan & Salary Schedules
Teacher Annual Salary Schedule
For Initial Hiring Purposes Only

Step	Non-Certified ^{1,2} (TS-1)	Certified Bachelors (TS-2)	Certified Masters ² (TS-3)
0	40,500	49,000	50,000
1	40,905	49,600	50,600
2	41,314	50,000	51,000
3	41,727	51,000	52,000
4	42,353	52,000	53,000
5	42,988	53,000	54,000
6	43,848	54,000	55,000
7	44,725	55,000	56,000
8	45,620	56,000	57,000
9	46,532	57,000	58,000
10	47,928	58,000	59,000
11	49,366	59,000	60,000
12	49,366	60,000	61,000
13	50,353	61,000	62,000
14	50,353	62,000	63,000
15	51,360	63,000	64,000
16	51,360	64,000	65,000
17	52,387	65,000	66,000
18	52,387	66,000	67,000
19	53,435	67,000	68,000
20	53,435	68,000	69,000
21	53,970	69,000	70,000
22	53,970	70,000	71,000
23	54,509	71,000	72,000
24	54,509	72,000	73,000
25	55,054	73,000	74,000

NOTE: Employees will move to the higher pay grades the next pay period after appropriate notification of obtaining a certificate or degree.

- 1 – Probationary Certificates are considered non-certified and hired under the non-certified pay scale.
- 2 – Non-certified teachers must be “Highly Qualified”, in accordance with the *No Child Left Behind* Act. Non-certified teachers with a Masters Degree will earn an additional \$1,000.
- 3 – Creditable years of service up to ten years will be granted.

Note: The salaries and pay rates listed are for the present school year. Subsequent increases will be based on the employees’ performance evaluations, or other criteria approved by the President.

This compensation plan provides general information on employment pay and salaries.
 It does not represent an expressed nor implied contract.

APPENDIX E – GRIEVANCE PROCESS

COMPLAINTS AND GRIEVANCES

In an effort to hear and resolve employee concerns or complaints in a timely manner, and at the lowest administrative level possible, Texans Can has adopted an orderly process that all employees are to follow.

Complaint/Grievance

The terms "complaint" and "grievance" shall have the same meaning. A complaint under this policy may include:

1. grievances concerning an employee's wages, hours, or conditions of work;
2. specific allegations of unlawful discrimination in employment based on the employee's sex, race, religion, national origin, age or disability, sexual orientation, etc.;
3. specific allegations of unlawful discrimination or retaliation based on the employee's exercise of legally protected rights;
4. specific allegations of adverse personnel action based on the employee's good faith report to an appropriate law enforcement authority of a violation of a law by Texans Can or a Texans Can employee, i.e., "whistleblower complaints"; and/or,
5. complaints arising from the dismissal or termination of an at-will employee.

Informal Process

The Texans Can Board of Trustees encourages employees to discuss their concerns and complaints through informal conferences with their supervisor/principal, or other appropriate administrators. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administration level.

Formal Process

If an informal conference regarding a complaint fails to reach the outcome requested by the employee, he or she may initiate the formal process by filing a written complaint in a timely fashion using the form available on the intranet/O Drive or from HR.

All formal grievances and complaints must be sent to HR no later than the 20th working day from the date of the incident. Grievances and complaints are to be sent to Pamela R. Carroll, CHRO, 325 W. 12th St. Dallas, TX. 75208. Allegations of unlawful discrimination, retaliation, and whistle blowing should be address to, and investigated by, the Human Resources Department.

Level I:

Upon receipt of the complaint form, the proper administrator shall be contacted to schedule a conference to hear the concerns of the employee. In most cases the supervisor will hear the concerns unless its content falls outside the scope of authority of the supervisor. Additionally, complaints alleging a violation of law by a supervisor may be made to another appropriate administrator as determined by the Human Resources Department. The administrator may set reasonable time limits for the conference. The Human Resources Department will schedule and assist supervisors and principals with the complaint process. If the employee fails to appear at the scheduled conference, the administrator may hold the conference and issue a decision in the employee's absence. After the employee presents their concerns, the person assigned to hear the grievance will provide a written decision within ten working days of the date of the conference, absent extenuating circumstances.

Level II

Employees who are not satisfied with the results of the Level I grievance have ten working days to file a Level II grievance by resubmitting a grievance form to HR indicating the request to file a Level II. A conference is scheduled with the appropriate executive level employee to hear the concerns of the employee. The administrator/supervisor who participated in the Level I conference is also present. A written decision is sent to the employee within ten working days.

Level III

When, in the opinion of the employee, no resolution has been reached at the lower levels, the employee may address the Board of Trustees with the concerns that were presented at Levels I & II. The Board may respond in writing within ten working days from the date of its review.

Freedom from Retaliation

Neither the Board of Texans Can nor any Texans Can employee shall unlawfully retaliate against an employee for bringing a grievance or complaint.