

**Official Agenda and Meeting Notice
of the Board of the
Beaumont Independent School District
in the Board Room of the Beaumont ISD Administration Building**

Tuesday, December 15, 2020

Regular Meeting

4:00 PM

The items on this agenda may be taken in any order.

As directed under the Texas Open Meetings Act, Texas Government Code, Chapter 551 (the “Act”), if during the course of the meeting covered by this Notice, the Board should determine that a closed session of the Board is required, then such closed session will be held by the Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the Board may conveniently meet in closed session concerning any and all purposes permitted by the Act.

4:00 PM - (CALL TO ORDER)

- I. INTRODUCTION
 - A. ROLL CALL
 - 1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
 - a. LEGAL
 - 1. Pending or contemplated litigation matters and status report
 - 2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act
 - 3. Consider revision to board policies DGBA (Local), FNG (Local), and GF (Local)
 - 4. Internal Auditor Update
 - b. PERSONNEL
 - 1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees
 - 1. Consider Recommendation of Board Designated Hearing Officer in Level 3 Employee Grievance: Andrea Jackson
 - 2. Superintendent's Self Evaluation
 - c. REAL ESTATE
 - 1. Deliberation regarding the purchase, exchange, lease or value of real property
 - d. ECONOMIC DEVELOPMENT
 - 1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations
- II. **5:45 p.m. - PUBLIC HEARING**
- III. **6:00 p.m. - BOARD ROOM (REGULAR OPEN BOARD MEETING)**
 - A. INTRODUCTION OF REGULAR MEETING
 - 1. United States and Texas Flags Pledges of Allegiance
 - 2. Recognitions
 - B. PUBLIC COMMENTS
 - C. STUDENT OUTCOMES
 - 1. Superintendent's Report
 - 2. Cabinet Report
 - a. Board Outcome Goals Progress Monitoring Report - Dr. Anita Frank, Assistant Superintendent for Elementary Administration

1. Update on Personnel Activities
2. Report for Tax Collections
3. Report for General Fund Revenue and Expenditures
4. Report for Campus Activities Funds and Donations
5. Report of Facilities Subcommittee

1. Minutes of November 17, 2020, Regular Meeting
2. Approve Hiring that includes Chapter 21 and Director Employees
3. Approve Staff Development Minutes Waiver

1. Action, if any, on items discussed in closed session.
2. Approve Budget Amendments
3. Approve Purchases of \$50K or More
4. Approve 2019-2020 Annual Financial Report
5. Approve Targeted Improvement Plans for TEA School Improvement Requirements
6. Consider renaming the BISD Memorial Stadium Facility
7. Approve Agreement between Beaumont ISD and Green Dot Public Schools Southeast Texas
8. Approve Resolution regarding Extension of Leave Benefits
9. Approve 2020-2021 Class Size Waivers

[illegible]

Date

2020 ANNUAL FINANCIAL MANAGEMENT REPORT



Beaumont ISD
Preparing Our Next Generation

INTRODUCTION

INTRODUCTION

The Financial Integrity Rating System of Texas (FIRST) was developed by the Texas Education Agency (TEA) in response to senate Bill 875 of the 76th Texas Legislature in 1999. It is administered by TEA and calculated on information submitted to TEA via our Public Education Information Management System (PEIMS) submission each year.

Each school district is required to prepare an annual financial accountability report and hold a public hearing within two months of the receiving the official ratings.

The primary objective of the rating system is to assess the quality of financial management in Texas public schools. A secondary objective is to measure and report the extent to which financial resources in Texas public schools assure the maximum allocation possible for direct instructional purposes. Other objectives reflect the implementation of a rating system that fairly and equitably evaluates the quality of financial management decisions.

The School FIRST rating system for the rating year 2019-20 (based on 2018-19 data) consists of 15 base indicators.

The School FIRST accountability rating system assigns one of four financial accountability ratings to Texas school districts: “A” for “Superior”; “B” for “Above Standard”; “C” for “Meets Standard”; and “F” for “Substandard Achievement”. Districts that receive the “Substandard Achievement” ratings under the School FIRST must file a corrective action plan with TEA.

This is the 19th year of the Schools FIRST rating system. Beaumont Independent School District currently has a rating of “Superior” for the 2019-2020 fiscal year.

FIRST
(Financial Integrity Rating System of Texas)
2019-2020 Ratings Based on 2018-19
School Year Data



Financial Integrity Rating System of Texas

**2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA -
DISTRICT STATUS DETAIL**

Name: BEAUMONT ISD(123910)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: Passed	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: A = Superior	Last Updated: 8/6/2020 11:17:34 AM
District Score: 92	Passing Score: 60

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	3/30/2020 1:42:48 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	3/30/2020 1:42:49 PM	Yes
2.B	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</u>	3/30/2020 1:42:49 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	3/30/2020 1:42:49 PM	Yes

4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</u>	3/30/2020 1:42:49 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</u>	3/30/2020 1:42:50 PM	10
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	3/30/2020 1:42:50 PM	8
8	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</u>	3/30/2020 1:42:51 PM	8
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</u>	3/30/2020 1:42:51 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	3/30/2020 1:42:53 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/30/2020 1:42:53 PM	6
12	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</u>	3/30/2020 1:42:54 PM	10
13	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</u>	3/30/2020 1:42:55 PM	10
14	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	3/30/2020 1:42:55 PM	10

15	<u>Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</u>	3/30/2020 1:42:56 PM	10
			92 Weighted Sum
			1 Multiplier Sum
			92 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.		

SUPERINTENDENT'S CONTRACT



Superintendent's Current Employment Contract



The Superintendent's contract has been posted on the district website at www.bmtisd.com



The contract will remain posted for the next twelve months

OTHER REQUIRED INFORMATION



Reimbursements Received by the Superintendent and Board of Trustees
Fiscal Year Ending June 30, 2020

	Meals	Lodging	Registration	Transportation	Other	Total
Dr. Shannon Allen	\$ 355.00	\$ 2,455.39	\$ 745.00	\$ 1,455.61	\$ 265.50	\$ 5,276.50
Darrell Antwine, Sr.			50.00			\$ 50.00
A. B. Bernard			175.00			\$ 175.00
Angela Bransford			195.00			\$ 195.00
Zenobia Bush			479.86			\$ 479.86
Nathan Cross						\$ -
Robert C. Dunn	367.00	922.76	1,464.00	936.43	159.28	\$ 3,849.47
Tillie Hickman						\$ -
Kevin Reece			50.00			\$ 50.00
Thomas Sigee	230.00	992.74	1,855.00	408.62	49.80	\$ 3,536.16
Denise Wallace-Spooner	280.00	879.66	1,350.00	408.62	91.84	\$ 3,010.12

Outside Compensation and/or Fees Received by the Superintendent
Fiscal Year Ending June 30, 2020



The Superintendent did not receive any outside compensation



Gifts Received by the Superintendent and Board of Trustees

(Gifts that had an economic value of \$250 or more in the aggregate)

Fiscal Year Ending June 30, 2020



The Superintendent and the Board of Trustees did not receive gifts that totaled \$250 or more

Business Transactions Between BISD and the Board of Trustees

Fiscal Year Ending June 30, 2020



No business transactions occurred between BISD and the Board of Trustees



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.C.2.**

Agenda Item Title: Board Outcome Goals Progress Monitoring Report

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): Jenny Angelo, Valerie Maclin and Sheree Will

Executive Summary: Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. School boards must review the progress of each plan at least annually at a public meeting. It is recommended that the board adopt a monitoring calendar and a multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board. This monitoring report will review data and progress towards meeting the early childhood literacy and math goals adopted by the board.

Recommendation: Information Only

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm): N/A

Cabinet Level Presenter's Signature

12/9/20

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.D.1**

Agenda Item Title: Update on Personnel Activities

Cabinet Level Presenter(s): Derwin Samuels, Jr., Executive Director of Human Resources

Additional Presenter(s): N/A

Executive Summary: Attached is a listing of newly hired and separated employees for November 2020

Recommendation: Informational Item Only

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):



Cabinet Level Presenter's Signature


Date

*CFO Signature (required if there is a budget impact)

Date

New Employee Assignment Report
Hiring Date Range: 11-01-2020 through 11-30-2020

Campus/Department	Assignment	Employee Name	Start Date
ELEMENTARY SCHOOLS			
Guess Elementary	Special Education Aide	Leslie Joseph	11/30/2020
Martin Elementary	Teacher Elementary School	Derrick Daniels	11/9/2020

Campus/Department	Assignment	Employee Name	Start Date
MIDDLE SCHOOL			
Smith Middle School	PLA-Instructional Interventionist	Krystal Williams	11/30/2020
Vincent Middle School	Special Education Aide	Erielle templeton	11/11/2020

Campus/Department	Assignment	Employee Name	Start Date
HIGH SCHOOL			
Beaumont ISD Early College HS	Clerk Receptionist	Monica Sanchez	11/17/2020

Campus/Department	Assignment	Employee Name	Start Date
MAINTENANCE			
Custodial Services	Custodian	Azariah Chambers	11/17/2020
Custodial Services	Custodian	Felicia Reed	11/9/2020
Custodial Services	Custodian - 200 Days	Ivory Chopane	11/5/2020
Custodial Services	Custodian - 200 Days	Whitney Dixon	11/3/2020
Custodial Services	Custodian - 200 Days	Aleceia Maleno	11/9/2020
Custodial Services	Custodian - 200 Days	Leilani Morris	11/6/2020
Custodial Services	Custodian - 200 Days	Danaisha Williams	11/4/2020
Custodial Services	General Maintenance III	Justin Whitney	11/9/2020

Campus/Department	Assignment	Employee Name	Start Date
CURRICULUM & INSTRUCTION			
Curriculum & Instruction	Coordinator of Health Services	Julie Nezat	11/2/2020

Campus/Department	Assignment	Employee Name	Start Date
SPECIAL EDUCATION			
Special Education	Diagnostician	Belinda Gau	11/10/2020
Special Education	Senior Director Special Education	Tyrell White	11/30/2020

Campus/Department	Assignment	Employee Name	Start Date
POLICE DEPARTMENT			
Police Department	Police Officer	D'Ray Benoit	11/2/2020
Police Department	School Crossing Guard	Gregory Booker	11/17/2020
Police Department	School Crossing Guard	Danny Jackson	11/9/2020
Police Department	School Crossing Guard	Willie Keller	11/9/2020

EMPLOYEE SEPARATION REPORT

Separation Date Range: 11-01-2020 through 11-30-2020

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
ELEMENTARY SCHOOL				
Caldwood Elementary School - 104	Counselor Elementary	11/4/2020	Ross, Tamisa L.	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
MIDDLE SCHOOL				
King Middle School - 043	Counselor Middle School	11/13/2020	Robertson-Armstrong, S	Resign
Marshall Middle School - 046	Special Education Aide	11/17/2020	Bessard, Bridget E	Resign
Smith Middle School - 042	PLA-Instructional Interventionist	11/2/2020	Barnes, Challne C	Resign
Vincent Middle School - 048	Teacher Middle School	11/13/2020	Deleon, Erin Kay	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
HIGH SCHOOL				
Beaumont United High School - 014	Campus PEIMS Data Clerk	11/5/2020	Merchant, Laneta N	Resign
West Brook High School - 008	English as a Second Language Aide	11/27/2020	Perez, Krystal Lee	Resign
West Brook High School - 008	Special Education Aide	11/5/2020	Mack, Patricia A	Resign
Brown Alternative Center - 012	Paralibrarian	11/3/2020	Delafosse, Takeisha M	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
TRANSPORTATION				
Bus Driver - 531	Transportation Bus Driver	11/11/2020	Woods, Liza R	Termination
Transportation - 530	Transportation Field Supervisor	11/16/2020	Robinson, Sandra	Death

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
INFORMATION TECHNOLOGY				
Information Technology	Computer Technician	11/20/2020	Hinson, Chase Tyler	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
MAINTENANCE				
Custodial Services - 513	Custodian	11/10/2020	Harmon, Joshua A	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
POLICE DEPARTMENT				
Police Department	Police Officer	11/19/2020	Carey, Garry	Resign
Police Department	Police Officer	11/19/2020	Norris Jr., Timothy	Resign
Police Department	School Crossing Guard	11/4/2020	Hunter, Jessie Mary	Resign
Police Department	School Crossing Guard	11/4/2020	Hunter, Thomas A	Resign

Campus/Department	Assignment	Last Work Day	Employee Name	Sep Type
STUDENT SERVICES				
Student Services - 812	Attendance Officer	11/13/2020	Robinson, David L	Death



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.D.2.**

Agenda Item Title: Report – Tax Collections

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

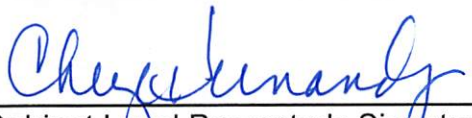
Budget Impact* (if applicable): N/A

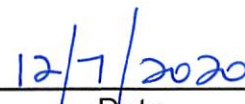
Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):


Cabinet Level Presenter's Signature


Date

***CFO Signature (required if there is a budget impact)**

Date

General Counsel's Signature

Date

Tax Collection Report
November 30, 2020

	Taxes Collected			
	11/30/20		11/30/20	
	M & O	I & S	M & O	I & S
Current	4,667,254.28	1,226,940.71	4,522,393.09	1,184,447.18
Delinquent	(1,797,945.01)	19,723.81	124,561.94	30,843.70
Penalties & Interest	40,776.40	9,653.00	49,180.95	11,888.11
Totals	2,910,085.67	1,256,317.52	4,696,135.98	1,227,178.99

	Current Taxes		
	Collections for	YTD Current	Collected
Tax Levy	11/30/2020	Collections	Percentage
138,425,099.95	5,894,194.99	8,446,133.95	6.10%

Two Year Comparison	
Current Year as	Prior Year as of
of 11/30/2020	11/30/2019
6.10%	5.90%

AGENDA:
December 15, 2020



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.D.3.**

Agenda Item Title: Report – General Fund Summary

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary: N/A

Recommendation: N/A

Budget Impact* (if applicable): N/A

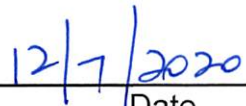
Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):


Cabinet Level Presenter's Signature


Date

***CFO Signature (required if there is a budget impact)**

Date

General Counsel's Signature

Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT
GENERAL FUND
 Budget vs. Expenditures
 November 30, 2020

	Amended Budget	Month To Date	Year to Date Transactions	Outstanding Encumbrances	Balances
REVENUES					
Property Tax Collection (including delinquencies)	99,421,746	2,910,086	6,181,172	-	93,240,574
Sources of Misc Income (Foreign Trade Zone, Athletics...)	7,731,906	3,264,870	3,531,850	-	4,200,056
State Program Revenues	59,797,548	746,001	33,555,661	-	26,241,887
Federal Program Revenues	3,655,285	819,418	2,158,758	-	1,496,527
Other Financing Sources	25,000	-	93,646	-	(68,646)
Total Revenues	170,631,485	7,740,375	45,521,087	-	125,179,045
EXPENDITURES					
11 Classroom	93,105,416	1,080,147	27,431,704	1,984,894	63,688,818
12 Library	1,740,264	14,458	658,296	46,508	1,035,460
13 Staff Development	670,312	6,437	139,624	48,813	481,875
21 Asst Sups, Directors, Supervisors, Curriculum Coordinato	4,060,648	48,183	1,269,794	51,935	2,738,919
23 Principal, Asst. Principals, Office Clerical	11,303,779	82,802	3,250,311	29,669	8,023,799
31 Counselors	5,707,255	33,541	1,861,367	161,850	3,684,038
32 Social Workers	405,917	2,529	94,753	-	311,164
33 Nurses	2,037,456	16,513	547,155	6,787	1,483,514
34 Transportation	6,498,595	97,302	1,652,467	574,469	4,271,659
36 After School Activites	5,633,465	75,873	1,487,401	286,610	3,859,454
41 Administration	7,370,818	65,089	2,322,609	329,609	4,718,600
51 Maintenance and Utilites	30,570,176	994,973	9,271,037	4,607,285	16,691,854
52 Police and Monitoring Services	3,286,422	71,598	843,980	49,894	2,392,548
53 Data Processing Personnel	3,734,406	23,570	1,608,244	294,370	1,831,792
61 Parent involmnet Liaisons, Day Car Workers	173,245	-	2,930	-	170,315
71 Debt Service	1,114,965	-	1,114,964	-	1
81 Facilities Acquisition & Construction	1,896,930	14,175	1,141,595	729,034	26,301
93 Fiscal Agent - Shared Service for Deaf Program	339,300	171,299	171,299	-	168,001
95 Juvenile Justice Alternative Ed Program	150,000	-	150,000	-	0
99 Tax Appraisal & Collections	1,500,000	-	42,985	360,128	1,096,887
Total Expenditures	181,299,369	2,798,489	55,062,515	9,561,855	116,674,999
Net increase (decrease)	(10,667,884)		(9,541,428)		

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS
NOVEMBER 2020**

West Brook High School	\$ 29,181.00
Explanation: Car Registrations, Textbook Fines, Program Ads	
Beaumont United High School	\$ 1,566.00
Explanation: Textbook Fines, Car Registrations	
Smith Middle School	\$ 303.00
Explanation: Vendor Refund	
King Middle School	\$ 5,174.00
Explanation: Dormant Account Transfers	
Marshall Middle School	\$ 5,789.00
Explanation: Yearbooks, Commissions/Vending Machines, Gym Suits	
Odom Academy	\$ 5,125.00
Explanation: Textbook Fines, Fundraiser Proceeds, Vendor Refund	
Vincent Middle School	\$ 845.00
Explanation: Student IDs	
Amelia Elementary	\$ 80.00
Explanation: Chromebook Fees	
Caldwood Elementary	\$ 1,891.00
Explanation: Dormant Account Transfers, Textbook Fines	
Curtis Elementary	\$ 329.00
Explanation: Chromebook Fees	
Fletcher Elementary	\$ 123.00
Explanation: Commissions/Vending Machines	
Guess Elementary	\$ 350.00
Explanation: Commissions/Vending Machines, Textbook Fines	
Regina Howell Elementary	\$ 128.00
Explanation: Commissions/Vending Machines	
Homer Drive Elementary	\$ 351.00
Explanation: Commissions/Vending Machines	
Pietzsch Elementary	\$ 479.00
Explanation: Commissions/Vending Machines	
Dishman Elementary	\$ 70.00
Explanation: Commissions/Vending Machines	
Blanchette Elementary	\$ 465.00
Explanation: Vendor Refund	
Martin Elementary	\$ 160.00
Explanation: Vendor Refund, Chromebook Fees	

**CAMPUS ACTIVITY FUND
EXPLANATION OF AMENDMENTS, CONTINUED
NOVEMBER 2020**

Jones-Clark Elementary	\$ 1,635.00
Explanation: Commissions/Vending Machines, Chromebook Fees	
Charlton-Pollard Elementary	\$ -
Explanation:	
Fehl Price Elementary	\$ -
Explanation:	
Bingman Pre-K Center	\$ -
Explanation:	
Lucas Pre-K Center	\$ -
Explanation:	
Pathways Learning Center	\$ -
Explanation:	
Taylor Career Center	\$ -
Explanation:	
Brown Center	\$ 600.00
Explanation: Chromebook Replacement Fees	
Transportation Dept	\$ 18.00
Explanation: Commissions/Vending Machines	
Maintenance Dept	\$ -
Explanation:	
Administration/Annex Building	\$ -
Explanation:	
Police Dept.	\$ -
Explanation:	
Early College H.S.	\$ 1,106.00
Explanation: Donations	
School for the Deaf (Deaf Ed.)	\$ 1,000.00
Explanation: Donations	

**CAMPUS ACTIVITY FUNDS
BUDGET CHANGE REPORT - NOVEMBER 2020**

		<u>Original Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Revenues</u>				
Local Revenue - Other Sources	461.00.5749.00	321,942	56,768	378,710
<u>Expenditures</u>				
	<u>School Leadership</u>			
West Brook High School	461.XX.6499.00.008.00.000	87,881	29,181	117,062
Beaumont United High School	461.XX.6499.00.014.00.000	22,590	1,566	24,156
Smith Middle School	461.XX.6499.00.042.00.000	4,704	303	5,007
King Middle School	461.XX.6499.00.043.00.000	9,319	5,174	14,493
Marshall Middle School	461.XX.6499.00.046.00.000	40,844	5,789	46,633
Odom Academy	461.XX.6499.00.047.00.000	28,368	5,125	33,493
Vincent Middle School	461.XX.6499.00.048.00.000	19,441	845	20,286
Amelia Elementary	461.XX.6499.00.101.00.000	5,005	80	5,085
Caldwood Elementary	461.XX.6499.00.104.00.000	3,388	1,891	5,279
Curtis Elementary	461.XX.6499.00.105.00.000	12,284	329	12,613
Fletcher Elementary	461.XX.6499.00.110.00.000	7,802	123	7,925
Guess Elementary	461.XX.6499.00.112.00.000	12,738	350	13,088
Regina Howell Elementary	461.XX.6499.00.118.00.000	22,601	128	22,729
Homer Drive Elementary	461.XX.6499.00.123.00.000	3,995	351	4,346
Pietzsch Elementary	461.XX.6499.00.125.00.000	3,291	479	3,770
Dishman Elementary	461.XX.6499.00.126.00.000	4,483	70	4,553
Blanchette Elementary	461.XX.6499.00.127.00.000	1,294	465	1,759
Martin Elementary	461.XX.6499.00.128.00.000	3,409	160	3,569
Jones-Clark Elementary	461.XX.6499.00.129.00.000	7,744	1,635	9,379
Charlton-Pollard Elementary	461.XX.6499.00.130.00.000	2,672	-	2,672
Fehl Price Elementary	461.XX.6499.00.131.00.000	2,853	-	2,853
Bingman Pre-K Center	461.XX.6499.00.132.00.000	1,507	-	1,507
Lucas Pre-K Center	461.XX.6499.00.133.00.000	1,182	-	1,182
Other Locations		16	-	16
Pathways Learning Center	461.XX.6499.00.006.00.000	248	-	248
Taylor Career Center	461.XX.6499.00.009.00.000	3,590	-	3,590
Brown Center	461.XX.6499.00.012.00.000	379	600	979
Transportation Dept	461.XX.6499.00.811.00.000	987	18	1,005
Maintenance Dept	461.XX.6499.00.819.00.000	362	-	362
SSA Deaf Program	461.XX.6499.00.838.00.000	-	1,000	1,000
Administration/Annex Building	461.XX.6499.00.842.00.000	2,802	-	2,802
Police Dept.	461.XX.6499.00.850.00.000	42	-	42
Early College H.S.	461.XX.6499.00.013.00.000	4,121	1,106	5,227
Total Expenditures		<u>321,942</u>	<u>56,768</u>	<u>378,710</u>
BUDGET CHANGE				
Total Revenues		321,942	56,768	378,710
Total Expenditures		<u>(321,942)</u>	<u>(56,768)</u>	<u>(378,710)</u>
Adjusted Surplus		-	-	-

DONATION REPORT - NOVEMBER 2020

MONETARY DONATIONS

<u>Donor Name/Organization</u>	<u>Recipient</u>	<u>Account Number</u>	<u>Amount Given</u>
The NRA Foundation	Beaumont United High School - NJROTC Air Rifle Safety Program	865.00.2190.00.014.00.S52	1,903

Total Amount Donated	<u>1,903</u>

DONATION REPORT - NOVEMBER 2020

RECORD OF DONATED ITEMS

<u>Donor Name/Organization</u>	<u>SAF Club/Department</u>	<u>Description of Items</u>	<u>Estimated Value</u>
D & D Ventures Inc.	Office of Leadership Development & Student Discipline	Pizzas (6)	30

**OFFICIAL MINUTES OF THE BOARD OF THE
BEAUMONT INDEPENDENT SCHOOL DISTRICT
IN THE BOARD ROOM OF THE BEAUMONT ISD ADMINISTRATION BUILDING
3395 HARRISON AVENUE BEAUMONT, TEXAS**

NOVEMBER 17, 2020

*Regular Meeting Minutes as Directed Under the Provisions of the Texas Open Meetings Act,
Texas Government Code, Chapter 551*

The Board Members of the Beaumont Independent School District met in regular meeting on Tuesday, November 17, 2020, in the Board Room of the Administration Building located at 3395 Harrison Avenue in Beaumont, Jefferson County, Texas. The meeting was called to order at 4:33 p.m. by Thomas Sigee, Presiding Officer.

CALL TO ORDER

President, Thomas Sigee established a quorum.

ROLL CALL

PRESENT: Thomas P. Sigee, Sr., Trustee & President
Robert Dunn, Sr., Trustee & Secretary
Darrell Antwine, Sr., Trustee
Zenobia Randall Bush, Trustee
Tillie Hickman, Trustee (via ZOOM)
Kevin W. Reece, Trustee

Dr. Shannon Allen, Superintendent

ABSENT: Denise Wallace-Spooner, Trustee & Vice President .

At 4:34 p.m., the board went in to closed session.

1. CLOSED SESSION (CLOSED TO PUBLIC) - BOARD WILL CONVENE IN CLOSED SESSION UNDER CHAPTER 551 OF THE TEXAS GOVERNMENT CODE, SECTIONS 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.0821, 551.083, 551.084 AND/OR 551.087, TO DELIBERATE ON THE FOLLOWING:
 - a. LEGAL
 1. Pending or contemplated litigation matters and status report
 2. Matters on which the school district legal counsel's duties to the school district under the Texas Disciplinary Rules of Professional Conduct or the State Bar of Texas Clearly conflicts with the Texas Open Meetings Act

3. Consider Approval of Mediated Settlement Agreement in T.T. bnf C.T. v Beaumont ISD, TEA Dkt. No. 159-SE-0120

It was moved by Zenobia Bush, and seconded by Robert Dunn, the Board approved the mediated settlement agreement in T.T. bnf C.T. v. Beaumont Independent School District, Docket No. 159-SE-0120 and authorized the Superintendent to execute the agreement.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 6-0

b. PERSONNEL

1. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, proposed terminations, terminations and suspensions, proposed nonrenewals, renewals, and resignation/retirements, discipline, and/or dismissal of a public officer or employee, including the superintendent, and/or hear complaints and grievances against public officers or employees

1. Consider Recommendation of Board Designated Hearing Officer in Level 3 Public Complaint: Latoya Traylor

It was moved by Zenobia Bush, and seconded by Robert Dunn, the Board adopted the recommendation of Dr. Anita Frank, the Board Designated Level 3 Hearing Officer, and directed the Superintendent to ensure that the Board's decision is communicated to Ms. Traylor in writing. The Board further directs the Chief of Police to facilitate training for all officers regarding de-escalation techniques and sensitivity training to be completed by the end of the 2020-2021 school year.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Denise Spooner, Robert Dunn, Darrell Antwine, Zenobia Bush and Tillie Hickman

NAYS: Kevin Reece

MOTION PASSED: 5-1

2. Consider Annual Review of Superintendent's Evaluation Process

NO ACTION.**c. REAL ESTATE**

1. Deliberation regarding the purchase, exchange, lease or value of real property

d. ECONOMIC DEVELOPMENT

1. Deliberation regarding an offer of a financial or other incentive to a business prospect related to economic development negotiations

II. 6:00 p.m. - BOARD ROOM (REGULAR OPEN BOARD MEETING)

1. United States and Texas Flags Pledges of Allegiance-The Beaumont United High School NJROTC posted the Colors and the pledges to the US and Texas flags was led by Kaiitlyn Taylor, 5th Grade Student Council President at Blanchette Elementary School.
2. Recognitions
 - a. District Recognitions – Denise McClean, Director presented the following recognitions:
 - BU student in the NASA HAS program
 - Education Drama Association winners
 - Parental Involvement Department

B. PUBLIC COMMENTS**2½ Minutes**

1. **Suellen Ener**, 6840 Saratoga Circle, signed up to address the regarding time constraints and technology in the classroom.

1½ Minutes

1. **Alejandra Flores-Velazquez**, 5335 Dewberry Lane, signed up to address the regarding a Spanish teacher at Beaumont United High School.

C STUDENT OUTCOMES

1. Superintendent's Report – Dr. Shannon Allen, Superintendent of Schools, presented the following information to the Board:
 - Vision and Mission Statement
 - Core Beliefs

- COVID Cleaning Protocols
- 2021-2022 Budget Development Process
- 2021-2022 Budget Priorities
- Enrollment
- How does enrollment decline impact the 2021-2022 budget and beyond
- What's next?

2. Cabinet Report

- a. Bilingual ESL 2019- 2020 Annual School District Report - Jenny Angelo, Executive Director Curriculum and Instruction, presented the following information to the board:

- Blanca Jones, Director of Bilingual ESL introduced her staff to the Board and presented the following information to the Board:
 - Bilingual/ESL Programs
 - Student Demographics
 - Identification Procedures
 - Reclassification Procedures
 - LPAC Activities
 - Staffing
 - Recruiting
 - Learning and Testing Materials
 - Students who exited the Bilingual or ESL per campus
 - 2019-2020 TEA Teacher Waivers
 - Professional Development
 - Action Plan

D. INFORMATION ITEMS

1. Update on Personnel Activities—Derwin Samuels, Executive Director for Human Resources, updated the Board on the newly hired employees and separations report during the month of October.
2. Report for October 2020 Tax Collections—Cheryl Hernandez, CFO, presented a report for the month of October for the M&O and the Debt Service.
3. Report for General Fund Revenue and Expenditures—Cheryl Hernandez, CFO, presented a report on the general fund revenue and expenditures for the month of October 2020.
4. Report for Campus Activity Funds—Cheryl Hernandez, CFO, presented a report on the month of October 2020 Campus Activity Funds.

OFFICIAL AGENDA AND MEETING NOTICE

NOVEMBER 17, 2020

5. Quarterly Investment Report—Cheryl Hernandez, CFO, presented a report on the Quarterly Investment Report.

E. CONSENT AGENDA

1. Minutes of October 15, 2020, Regular Meeting and October 17, 2020, Special Meeting
2. Approve Personnel Recommendations that included Chapter 21 Hiring
3. Approve Revised Board Operating Procedures

It was moved by Zenobia Bush, and seconded by Darrell Antwine, to approve the Consent Agenda.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 6-0

F. ACTION ITEMS

1. Action, if any, on items discussed in closed session are included in the items of closed session above.
2. Approve Budget Amendments

It was moved by Darrell Antwine, and seconded by Robert Dunn, to approve the Budget Amendments.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 6-0

3. Approve Purchases of \$50K or More

It was moved by Darrell Antwine, and seconded by Zenobia Bush, to approve the Purchases of \$50K or More.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Robert Dunn, Darrell Antwine, Zenobia

OFFICIAL AGENDA AND MEETING NOTICE

NOVEMBER 17, 2020

Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 6-0

4. Adopt House Bill 3 Yearly Targets, Closing the Gap Student Group Yearly Targets, Performance Objectives, and Monitoring Calendar

It was moved by Robert Dunn, and seconded by Darrell Antwine, to Adopt House Bill 3 Yearly Targets, Closing the Gap Student Group Yearly Targets, Performance Objectives, and Monitoring Calendar.

President Thomas Sigee called for a vote on the motion:

YAYS: Thomas Sigee, Robert Dunn, Darrell Antwine, Zenobia Bush, Tillie Hickman, and Kevin Reece

NAYS: None

MOTION PASSED: 6-0

ADJOURNMENT

It was moved and seconded to adjourn the meeting, the meeting adjourned at 7:25 p.m.



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.E.2**

Agenda Item Title: Approve Hiring Chapter 21 and Director Employees

Cabinet Level Presenter(s): Derwin Samuels, Executive Director of Human Resources

Additional Presenter(s): N/A

Executive Summary: Listed below are Chapter 21 recently hired within the District

Recommendation: Approve Administration's Hiring Recommendation of:

- Derrick Daniels
- Julie Nezat
- Belinda Gau
- Tyrell White

Budget Impact* (if applicable): N/A

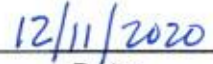
Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): DFE (LOCAL)

Legal Review (if necessary, list attorney and firm):


Cabinet Level Presenter's Signature


Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: III.E.3.

Agenda Item Title: Approve Staff Development Minutes Waiver

Cabinet Level Presenter(s): Dr. Shannon Allen

Additional Presenter(s): Senecia Saveat

Executive Summary: Consider approval of Staff Development Minutes Waiver. This waiver will allow the District to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year up to 2,100 instructional minutes.

Recommendation: Approve Staff Development Minutes Waiver

Budget Impact* (if applicable):

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm): N/A

Cabinet Level Presenter's Signature

12/4/2020

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

Beaumont Independent School District Request for Board Approval for Staff Development Minutes Waiver

Staff Development Minutes Waiver

This waiver allows the district and charter schools to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year. The waiver provides for a maximum of 2,100 total waiver minutes to use for professional development for districts and charter schools that provide operational and instructional minutes.

Each district and open-enrollment charter school may choose how to apply their approved waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, *the total waiver minutes for staff development shall not exceed 2,100 minutes per year.*

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. *The waiver may not be used prior to the first day of student instruction or after the last day of student instruction.*



Things to Consider:

- Staff development *waiver* minutes may not exceed 2100 (5 days for charter schools operating before 1/1/2015 whose operational calendar is on days rather than minutes).
- Staff development *waiver* minutes may only be used during the school year.
- On staff development days when students are in attendance part of the day, the district or open-enrollment charter school must provide at least 120 minutes of student instruction to receive full ADA funding (see SAAH 3.8.1.5 Staff Development Waivers).
- Board approval of an academic calendar inclusive of staff development minutes/days *is not* tantamount to approval of a waiver application request; *each document must be board approved as separate agenda items.*



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.F.2.**

Agenda Item Title: Approve Budget Amendments

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s):

Executive Summary:

Recommendation: Approve budget amendments GF-6 and CN-3 and accept amendment SR-16.

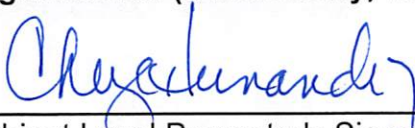
Budget Impact* (if applicable):

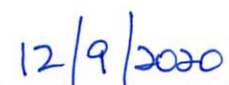
Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):


Cabinet Level Presenter's Signature


Date

***CFO Signature (required if there is a budget impact)**

Date

General Counsel's Signature

Date

Explanations of December Budget Amendments

General Fund GF-6

- Transfer a total of \$9,827 from staff development employee travel to instructional leadership general supplies, fixed assets & employee travel – Career & Technology (807).
- Transfer \$302 from instructional general supplies to instructional leadership misc. operating costs – Career & Technology (807).

Child Nutrition CN-3

- Fund 240.DMX - Grant from GENYOUTH FOUNDATION on behalf of DAIRY MAX INC for Sixteen campuses in district totaling 20,020.
- Fund 240.NKH - Grant in the amount of grant is 32,270 to purchase various needed items campuses in district.

Special Revenue - SF-16

- Fund 211 Reclass line items to cover extra duty amounts for campus after school tutorials.

2020-2021 BUDGET AMENDMENT NUMBER GF- 6

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
199.13.6411.52.009.22.000	10,000	(9,827)	173
199.21.6399.52.807.22.000	5,574	3,500	9,074
199.21.6395.52.807.22.000	7,082	5,127	12,209
199.21.6411.52.807.22.000	1,730	1,200	2,930
199.11.6399.52.009.22.000	62,159	(302)	61,857
199.21.6499.52.807.22.000	2,729	302	3,031
 Total Expenditures		<u>-</u>	
 Net Change in the General Fund Budget		<u>-</u>	
2020-2021 BUDGET CHANGE			
Total Revenues/Other Sources	170,631,485		170,631,485
Total Expenditures	<u>181,299,369</u>		<u>181,299,369</u>
 2020-2021 Adjusted	(10,667,884)	-	(10,667,884)

2020-2021 BUDGET AMENDMENT NUMBER CN-3

	Current Budget	Change	Amended Budget
<u>Expenditures</u>			
<u>Revenue</u>			
240.00.5749.00.000.00.DMX	-	(20,020)	(20,020)
240.00.5749.00.000.00.NKH		(32,270)	(32,270)
<u>Food Service</u>			
240.35.6395.00.833.99.DMX	-	20,020	20,020
240.35.6399.00.833.99.NKH		265	265
240.35.6639.00.833.99.NKH		32,005	32,005
 Total Expenditures		-	

Net (Increase) Food & Nutrition Grants

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	11,979,310	(52,290)	12,031,600
Total Expenditures	14,295,449	<u>52,290</u>	14,243,159
2020-2021 Adjusted	(2,316,139)	(104,580)	(2,211,559)

2020-2021 BUDGET AMENDMENT NUMBER SR -16

	<u>Current Budget</u>	<u>Change</u>	<u>Amended Budget</u>
<u>Expenditures</u>			
<u>Instruction</u>			
211.11.6117.00.110.30.301	-	5,000	5,000
211.11.6141.00.110.30.301		73	
211.11.6143.00.110.30.301		74	
211.11.6146.00.110.30.301		440	
<u>Instructional Administration</u>			
211.21.6141.00.110.30.301	-	(73)	(73)
211.21.6143.00.110.30.301		(74)	
211.21.6146.00.110.30.301		(440)	
211.21.6117.00.110.30.301		(5,000)	
 Total Expenditures		<u>-</u>	
 Net (Increase) TITLE I PART A		 -	

2020-2021 BUDGET CHANGE

Total Revenues/Other Sources	7,422,021		7,422,021
Total Expenditures	<u>7,422,021</u>		<u>7,422,021</u>
 2020-2021 Adjusted	 -	 -	 -



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.F.3.**

Agenda Item Title: Approve Purchases over \$50,000

Cabinet Level Presenter(s): Cheryl Hernandez

Additional Presenter(s): Tony Aguilar

Executive Summary: The attached list reflects the purchases over \$50,000.

Recommendation: Approve purchases in the amounts shown on attached list.

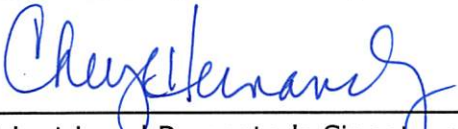
Budget Impact* (if applicable): General Fund - \$303,833.00

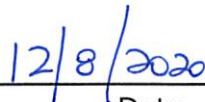
Funding Source (if applicable): General Fund

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): Ch. 44.031

Policy Reference (if applicable, list policy/regulation): CH (LOCAL)

Legal Review (if necessary, list attorney and firm): N/A


Cabinet Level Presenter's Signature


Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date



General Fund

Vendor	Department	Description/Justification of Purchase	Contract #	Cost
Hellas Construction, Inc.	Maintenance	Beaumont United Replace existing track surface system	Buyboard #560-18	\$181,933.00
A1 Glass Company	Maintenance	Vincent Middle School Replace 5 – 168" x 109" Entry Doors	SETX Coop #20200303	\$121,900.00
Total				\$303,833.00

QUOTE ANALYSIS FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary

All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.

Vendor Name:	Pro Track & Tennis, Inc.	Quote Total:	\$ 165,000.00
Summary:	Remove delabitated track system and replace with polyurethane base mat system to include oval track, runways, high jump, pole vault runways(s) and pad(s) at BU HS. Includes striping of track oval and all events.		
Vendor Name:	Hellas Construction, Inc.	Quote Total:	\$ 181,933.00
Summary:	Remove delabitated track system and replace with polyurethane base mat system to include oval track, runways, high jump, pole vault runways(s) and pad(s) at BU HS. Includes striping.		
Vendor Name:	BSN Sports	Quote Total:	\$ 284,025.00
Summary:	Remove delabitated track system and replace with polyurethane base mat system to include oval track, runways, high jump, pole vault runways(s) and pad(s) at BU HS. Includes striping.		

Vendor Selected: Hellas Construction, Inc

Selection Justification: The vendor is able to supply the equipment and labor for the new track. The vendor is a Texas (Houston, TX) based company with great craftsmanship and professionalism. They have installed other sports fields in the District and have a good working relationship with BISD.

Name of Person Completing this Form: Tony Aguilar, Jr

Signature:

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



November 11, 2020

Tony Aguilar, Jr.
Director of Maintenance and Facilities Operations
3443 Fannett Road
Beaumont, TX 77705
(409) 454-0343
taguila@bmtisd.com

RE: United High School Track Surfacing Proposal

Hellas Construction, Inc. is pleased to provide you with this proposal. Proposal is based on Hellas' available cooperative contracts ~ Buyboard Contract #560-18. Through these contracts, Hellas' products and services have been competitively and lawfully bid providing member schools and agencies with quality and preferential pre-priced products and services.

General Conditions

Hellas will:

1. Provide project Insurance, Supervision and Mobilization.
2. Provide construction surveying, layout, and staking.
3. Provide performance and payment bonds.
4. Provide, prior to construction, all required submittals.
5. Provide final punch-out and clean-up of the completed project.

BASE PROPOSAL

Synthetic Running Track Surface

Hellas scope of work:

1. Remove existing track surfacing system from track oval and dispose offsite; Hellas will address with Owner any asphalt pavement cracks and surface undulations prior to commencement of surfacing operations (*no concrete curb or asphalt pavement repair is included in the price provided*).
2. Provide and install approximately 4,995 SY of **epiQ Tracks™ S200** (Black) 13mm permeable paved mat and structural spray polyurethane surfacing system on the track oval.
3. Stripe per local requirements. *No lettering, logos, or distance tick marks are included in proposal amount.*
4. Clean up, as necessary.





No price for asphalt pavement repair is included in the base price. Hellas will inspect the asphalt pavement with the Owner prior to any surfacing application. Hellas can make no assumptions and assumes no liability as to the fitness and usability of the asphalt pavement during removal/installation operations.

Base Proposal Price	\$170,263.00

PROPOSAL ALTERNATES

1. Add alternate to remove and replace the existing track surfacing on the two (2) high jump pads, (2) long/triple jump runways, and one (1) pole vault runway with *epiQ Tracks™ S200* (Black) ~ 1,331 SY. *(alternate can only be performed with base bid)*. Add to base proposal.
Add alternate 1 Amount \$11,665.00

Subtotal: Base + Alternate 1	\$181,933.00

OWNER ALLOWANCE

1. Owner allowance for any asphalt repairs, if needed. Add to proposal price. \$50,000.00

EXCLUSIONS

1. Any item of work not specifically listed above.
2. Subgrade stabilization.
3. Poor subgrade soils – Hellas will proof roll subgrade to check for subgrade soil stability. Any failing subgrade remediation will be negotiated between owner and contractor. ***Hellas requires the owner to contract with a Geotechnical Engineer to perform a Geotechnical investigation of the site to determine the nature of the existing subgrade soils and make recommendations for any subgrade stabilization requirements.***
4. Geotechnical Investigation.
5. Rock excavation or haul off.
6. Any embankment or processing of imported soils.
7. SWPPP/Erosion control.
8. Any concrete work.
9. Any asphalt paving.
10. Any electrical work.
11. Any fence work.
12. Engineering.



13. Supply or installation of perimeter safety or construction fencing.
14. Site security.
15. Any Allowances or Contingencies.
16. Taxes.
17. Any permits or fees, including any utility impact fees generated by construction improvements.
18. Owner shall provide ingress/egress for ALL personnel, equipment, and materials; typical construction traffic shall be expected for the duration of this contract. Contractor NOT responsible for damage due to typical construction traffic ingress/egress to the construction site.
19. Owner to supply secure laydown area for Hellas materials.

Notwithstanding anything to the contrary in any of the Contract documents, under no circumstances shall the Performance bonds, maintenance bonds or the obligations of the Surety be liable for any warranty obligations that exceed 1 year from the date of substantial completion as defined in the Contract documents.

Hellas Construction, Inc. looks forward to the award of this project, and is eager to work with you.

Sincerely,

Alexia Brahos

Alexia Brahos

Estimator

Hellas Construction, Inc.

abrahos@hellasconstruction.com

****Pricing valid for 60 days from date of this proposal****

QUOTE ANALYSIS FORM

Form version 7.23.2019



INSTRUCTIONS FOR COMPLETION:

- 1) Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
- 2) All awards should be made to the vendor whose proposal offers the "best value" to Beaumont ISD.
- 3) Awards based on "best value" may consider various factors, including but not limited to:
 - (a) Price / Total Cost of Ownership, (b) Quality, (c) Availability, (d) Vendor/Product Reputation, (e) Vendor's Ability to Meet District Needs, (f) Client References, (g) Past Experience with Beaumont ISD, and/or (h) any other relevant factor that ensures best value to the District.
- 4) Upon consideration of all factors, if all quotes meet District needs, the award should be made to the lowest bidder.

Quote Analysis Summary			
All awards should be made based on "Best Value" to the District. Please write a short summary below of why the vendor was chosen or denied.			
Vendor Name:	A-1 Glass	Quote Total:	\$ 121,900.00
Summary:	Remove/demo existing (5) delapidated and rusted door frames and doors and install (5) new aluminum store front framing and doors at Vincent MS.		
Vendor Name:	Binswanger Glass	Quote Total:	\$ 131,424.95
Summary:	Remove/demo existing (5) delapidated and rusted door frames and doors and install (5) new aluminum store front framing and doors at Vincent MS.		
Vendor Name:	Alamo Glass	Quote Total:	\$ -
Summary:	Vendor could not meet deadline to provide a quote for full scope of work. Only provided a quote for partial scope.		

Vendor Selected: A-1 Glass

Selection Justification: The vendor is able to supply the equipment and labor for the necessary repairs. A-1 Glass was able to provide the most competitive pricing and has provided excellent performance on previous projects with the District.

Name of Person Completing this Form: Tony Aguilar, Jr

Signature: _____

NOTE: THE COMPLETED & SIGNED TABULATION FORM AND COPIES OF ALL QUOTES MUST BE ATTACHED TO THE REQUISITION.



CUSTOM STORE FRONTS
AUTO GLASS • MIRRORS • PLATE GLASS

Glass Co.

1850 Calder • Beaumont, Texas 77701
(409) 835-3138 • FAX (409) 839-8542

Proposal

Page 1 of 1

Date: 12/03/20

For: B.I.S.D.

Sections Bid: 84000 - Aluminum Storefronts
88000 - Glass and Glazing

Job: Vincent Middle School
Door Replacement

Addendums noted:

Scope of work:

Demo (5) Existing HMF Entries and Replace	EACH \$24,980.00	121,900.00
5 - 168" x 109" - Storefront Entry System		
6'0 8'0 Wide Stile Doors w/Cont. Hinges		
Von Duprin 99 Panics w/Removeable Mullion - non electric		
LCN 4041 Closers		
Provide Temporary Wood Wall		

* SEE ATTACHED SCOPE

 Labor Material ☒ Labor and Material **TOTAL:** \$121,900.00

THIS PROPOSAL IS SUBJECT TO THE FOLLOWING TERMS AND CONDITIONS:

1. We do not protect or clean any glass or storefront metal.
2. An extra charge will be made for any broken or damaged materials furnished by A-1 Glass Co. unless caused by our workmen.
3. This proposal is based on all work being performed during regular working hours. Overtime will be charged at the applicable rate.
4. This proposal is subject to revision if not accepted within 30 days from date.
5. Tax is: included ☒ excluded
6. If not otherwise stated above, this proposal specifically EXCLUDES: demolition, wood blocking at walls or headers, overhead structural support, installing materials furnished by others, and liquidated damage provisions.
7. This proposal is based on the Plans, Specifications provided and or products requested. Any changes in the Scope of Work described above, due to additional work requested and or due to conflicts between Plans, Specifications, Local, State, Federal Codes and or TDI requirements will result in additional charges.
8. Manufacturers standard warranties apply.
9. Excludes Normal Consequences of demo/temporary wall to surrounding areas

The undersigned accepts this proposal and all the terms and conditions as a binding contract subject only to the approval of the credit of the Buyer.

ACCEPTED BY:

A-1 GLASS CO.

Firm: _____

Signed: _____

Print: _____

Date: _____

By: Greg Green

**BEAUMONT INDEPENDENT
SCHOOL DISTRICT**

**ANNUAL FINANCIAL AND
COMPLIANCE REPORT**

For the Fiscal Year Ended June 30, 2020

BEAUMONT INDEPENDENT SCHOOL DISTRICT
TABLE OF CONTENTS

	Page	Exhibit
Introductory Section		
Certificate of the Board	i	
Financial Section		
Independent Auditor's Report	1	
Management's Discussion and Analysis	5	
Basic Financial Statements:		
Government-wide Financial Statements		
Statement of Net Position	16	A-1
Statement of Activities	17	B-1
Governmental Fund Financial Statements		
Balance Sheet	18	C-1
Reconciliation of Balance Sheet for Governmental Funds to Statement of Net Position	19	C-2
Statement of Revenues, Expenditures, and Changes in Fund Balance	20	C-3
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balance of Governmental Funds to the Statement of Activities	21	C-4
Proprietary Fund Financial Statements		
Statement of Net Position	22	D-1
Statement of Revenues, Expenses, and Changes in Fund Net Position	23	D-2
Statement of Cash Flows	24	D-3
Fiduciary Fund Financial Statements		
Statement of Fiduciary Assets and Liabilities and Net Position	25	E-1
Statement of Changes in Fiduciary Net Position	26	E-2
Notes to the Financial Statements	27	F-1
Required Supplementary Information:		
Budgetary Comparison Schedule - General Fund	65	G-1
Notes to Required Supplementary Information - Budgetary Comparison Schedule	66	G-2
Schedule of the District's Proportionate Share of the Net Pension Liability - TRS	67	G-3
Schedule of District Pension Contributions - TRS	68	G-4
Notes to Required Supplementary Pension Information - TRS Schedules	69	G-5
Schedule of the District's Proportionate Share of the Net OPEB Liability - TRS	70	G-6
Schedule of District OPEB Contributions - TRS	71	G-7
Notes to Required Supplementary OPEB Information - TRS Schedules	72	G-8

BEAUMONT INDEPENDENT SCHOOL DISTRICT
TABLE OF CONTENTS (continued)

	<u>Page</u>	<u>Exhibit</u>
Other Supplementary Information:		
Combining Fund Statements:		
Nonmajor Governmental Funds		
Combining Balance Sheet	74	H-1
Combining Statement of Revenues, Expenditures, and Changes in Fund Balance	84	H-2
Combining Statement of Fiduciary Net Position	94	H-3
Combining Statement of Changes in Fiduciary Net Position	96	H-4
Required TEA Schedules:		
Schedule of Delinquent Taxes Receivable	100	J-1
Budgetary Comparison Schedule - Child Nutrition Program Fund	102	J-2
Budgetary Comparison Schedule - Debt Service Fund	103	J-3
Federal Awards Section		
Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	107	
Report on Compliance for Each Major Federal Program and Report on Internal Control over Compliance Required by the <i>Uniform Guidance</i>	109	
Schedule of Findings and Questioned Costs	112	
Schedule of Expenditures of Federal Awards	114	K-1
Notes to Schedule of Expenditures of Federal Awards	116	K-2
Summary Schedule of Prior audit Findings	118	
Corrective Action Plan	119	

INTRODUCTORY SECTION



CERTIFICATE OF BOARD

Beaumont Independent School District

Name of School District

Jefferson County

County

123-910

Co. - Dist. No.

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and approved for the fiscal year ended June 30, 2020, at a meeting of the Board of Trustees of such school district on December 15, 2020.

President of the Board

Secretary of the Board



FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Beaumont Independent School District
Beaumont, Texas

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Beaumont Independent School District (the "District") as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to in the first paragraph present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2020 and the respective changes in financial position, and, where applicable, cash flows thereof for the year ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 5 through 13, the budgetary comparison schedule and information on pages 65 and 66, and pension related information and other post-employment benefit information on pages 67 through 72, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The other supplemental information such as the combining and individual nonmajor fund financial statements, and required Texas Education Agency schedules, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The other supplementary information described above is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

To the Board of Trustees
Beaumont Independent School District

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2020, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Whitley Penn LLP". The signature is written in a cursive, flowing style.

Houston, Texas
December 9, 2020



BEAUMONT INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of the Beaumont Independent School District (the "District"), we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2020.

Financial Highlights

The assets and deferred outflows of the District exceeded its liabilities and deferred inflows at the close of the most recent fiscal year by \$74,071,476 (*net position*). Of this amount, unrestricted net position amounted to a deficit of (\$43,468,052). This deficit was caused by the net pension and net OPEB liabilities recognized in fiscal year 2020. This recognition of such liabilities does not affect the financial stability of the District nor does it change how the District conducts its financial decision making. Rather, the District is reflecting its portion of the liabilities that the State of Texas manages and operates.

- The District's total net position at year end increased by \$15,447,336. The significant increase was mainly due to increase in operating grants and contributions, state aid, and insurance recoveries.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$81,286,596, an increase of \$6,426,516 in comparison with the prior year.
- As of the close of the current fiscal year, unassigned fund balance for the general fund of \$49,335,894 is 28 percent of total general fund expenditures. The assigned fund balance for the general fund of \$10,667,884 is for purchase order carryforwards.
- The District's total bonded debt decreased by \$19,895,000 (6 percent) during the current fiscal year. There was a cash defeasance in the amount of \$8,900,000 during fiscal year 2020. The par amount of the refunded bonds was \$8,410,000 of Unlimited Tax School Building Bonds, Series 2011.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains required supplementary information and other supplementary information in addition to the basic financial statements.

Government-wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information on all of the District's assets and deferred outflows of resources, and liabilities and deferred inflows of resources, with the difference reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *Statement of Activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused sick leave).

BEAUMONT INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

The *Government-wide financial statements* of the District are principally supported by taxes and intergovernmental revenues (*governmental activities*). The governmental activities of the District include Instruction, Instructional Resources and Media Services, Curriculum and Instructional Staff Development, Instructional Leadership, School Leadership, Guidance, Counseling, and Evaluation Services, Social Work Services, Health Services, Student Transportation, Food Services, Extracurricular Activities, General Administration, Facilities Maintenance and Operations, Security and Monitoring Services, Data Processing Services, Community Services, Interest on Long-term Debt, Debt Issuance Costs and Fees, Facilities Repairs and Maintenance, Payments to Fiscal Agent/Member Districts of SSA, and Other intergovernmental charges.

Fund Financial Statements

A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a District's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The District maintains several individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund and debt service fund, all of which are considered to be major funds. Data from the nonmajor governmental funds is combined into a single, aggregated presentation. Individual fund data for each of these nonmajor governmental funds is provided in the form of combining statements elsewhere in the financial statements. The District adopts an annual appropriated budget for its general fund, debt service fund, and the Child Nutrition program special revenue fund.

Proprietary Fund

The District maintains an individual internal service fund for Workers' Compensation. *Internal service funds*, one type of proprietary fund, are an accounting device used to accumulate and allocate costs internally among the District's various funds and functions. Because these services predominantly benefit governmental functions, they have been included within *governmental activities* in the government-wide financial statements.

Proprietary fund statements provide the same type of information as the government-wide financial statements, only in more detail.

BEAUMONT INDEPENDENT SCHOOL DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

Fiduciary Fund

The fiduciary funds are used to account for resources held for the benefit of students and employees. The District's *agency funds* are used to account for resources held in a custodial capacity by the District and consist of funds that are the property of students or others. The fiduciary funds are *not* reflected in the government-wide financial statement because the resources of those funds are *not* available to support the District's own programs. The funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operation.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Required Supplementary Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information that further explains and supports the information in the financial statements. The required supplementary information relates to comparison of the original adopted budget, the final amended budget, and the actual amounts for the fiscal year. This is required supplementary information for the general fund and any major special revenue funds. The District did not have any major special revenue funds; therefore, only the general fund is presented as required supplementary information. In addition, required supplementary information includes a schedule of the District's proportionate share of the Net Pension Liability - TRS, a schedule of District's contributions - TRS for the past six years, a schedule of the District's proportionate share of the Net OPEB Liability - TRS, and a schedule of the District's OPEB contributions for the past three years.

Other Information

The combining and individual fund statements and schedules and other supplementary information are presented immediately following the required supplementary information.

Government-wide Financial Analysis

Net Position

As noted earlier, net position may serve over time as a useful indicator of a District's financial position. In the case of the District, assets and deferred outflows of resources exceeded liabilities and deferred inflows of resources by \$74,071,476 at the close of the most recent fiscal year.

The largest portion of the District's net position \$104,170,997 reflects its investment in capital assets (e.g., land, buildings and improvements, furniture and equipment, construction in progress), less any outstanding related debt used to acquire those assets. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

As of June 30, 2020, the District's net position included the following:

	Governmental Activities	
	2020	2019
Assets:		
Current and other assets	\$ 122,626,568	\$ 107,276,111
Capital assets, net of depreciation and noncurrent assets	421,606,447	427,588,001
Total Assets	544,233,015	534,864,112
Deferred Outflows of Resources:		
Deferred charge on refunding	4,368,225	4,436,277
Deferred outflows - pension	24,065,676	26,810,989
Deferred outflows - OPEB	12,274,679	10,567,107
Total Deferred Outflows of Resources	40,708,580	41,814,373
Liabilities:		
Current liabilities	36,939,341	28,279,377
Long term liabilities	436,407,694	463,235,190
Total Liabilities	473,347,035	491,514,567
Deferred Inflows of Resources:		
Deferred inflows - pension	9,711,208	5,167,521
Deferred inflows - OPEB	27,811,876	21,372,257
Total Deferred Inflows of Resources	37,523,084	26,539,778
Net Position:		
Net investment in capital assets	104,170,997	88,287,601
Restricted	13,368,531	13,997,780
Unrestricted	(43,468,052)	(43,661,241)
Total Net Position	\$ 74,071,476	\$ 58,624,140

Net position is restricted for various purposes as follows:

	Governmental Activities	
	2020	2019
Federal and state programs	\$ 3,437,590	\$ 3,778,458
Debt service	9,930,941	10,219,322
	\$ 13,368,531	\$ 13,997,780

Unrestricted net position for governmental activities is the part of net position that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements. At the end of the current fiscal year, the District reports deficit balance in unrestricted net position of (\$43,468,052) caused by the net pension and OPEB liabilities. The District's net position increased by \$15,447,336 during the current fiscal year. This is due to the increase in operating grants and contributions revenue and total general revenues.

Changes in Net Position

The Net Position of the District increased by \$15.4 million for the year ended June 30, 2020. The total revenues from taxpayers, user service fees, grants and other sources for the District was \$256.3 million. The special item in the amount \$12.7 million was related to insurance proceeds and settlement for Tropical Storm Imelda. Total general revenues increased by \$23.3 million compared to fiscal year 2019 due to significant increase in state aid formula grants and insurance recoveries. Total expenses for the 2020 fiscal year were \$240.8 million or \$29.6 million more than expenses of fiscal year 2019.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

Comparative Schedule of Changes in Net Position

For the Years Ended June 30, 2020 and 2019

	Governmental Activities	
	2020	2019
Program Revenues		
Charges for services	\$ 10,711,623	\$ 14,530,915
Operating grants and contributions	53,916,301	47,653,454
General Revenues		
Property taxes	136,622,319	134,130,692
State Aid - Formula Grants	38,525,938	28,612,562
Investment earnings	1,473,326	1,736,979
Extraordinary item - equitable allocation of indebtedness	-	652,154
Special items (insurance recoveries)	12,740,739	-
Other	2,290,211	3,267,136
Total Revenues	256,280,457	230,583,892
Expenses		
Instruction	112,504,553	106,010,597
Instructional resources and media services	1,636,918	1,525,253
Curriculum and staff development	861,363	1,179,418
Instructional leadership	7,690,716	6,831,502
School leadership	12,722,912	11,429,493
Guidance, counseling, and evaluation services	7,311,168	6,385,368
Social work services	743,782	573,942
Health services	2,541,825	2,402,109
Student transportation	6,484,974	6,779,364
Food service	10,483,398	11,066,087
Extracurricular activities	5,647,085	6,285,815
General administration	7,358,574	7,859,447
Plant, maintenance and operations	42,035,045	22,449,944
Security and monitoring services	3,689,273	2,918,104
Data processing services	4,017,430	2,135,563
Community services	1,129,462	818,188
Interest on long-term debt	12,119,057	12,989,427
Debt issuance costs and fees	5,135	5,635
Payments to fiscal agent/member districts of SSA	346,988	263,168
Payments to Juvenile Justice Alternative Education Programs	150,000	150,000
Other intergovernmental charges	1,353,463	1,139,537
Total Expenses	240,833,121	211,197,961
Increase (Decrease) in Net Position	15,447,336	19,385,931
Beginning Net Position	58,624,140	39,238,209
Ending Net Position	\$ 74,071,476	\$ 58,624,140

BEAUMONT INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

Governmental Activities

Governmental activities increased the District's net position by \$15,447,336 for the year ended June 30, 2020. The increase was caused by the increase in operating grants and contributions, state aid, and insurance recoveries. Property tax revenues increased by \$2.5 million due to the increase in property values. State and other grant revenue increased by \$9.9 million mainly due to the increase in state funding. Approximately 53 percent of the District's revenues came from property taxes, with an additional 15 percent derived from state funding formulas. Last fiscal year, 58 percent of the District's revenues came from property taxes and 12 percent came from state funding formulas.

Governmental Revenues by Type

Revenues are generated primarily from three sources. Property taxes, state-aid formula grants, and operating grants and contributions represent of total revenues. The remaining is generated from charges for services, investment earnings, extraordinary item, and other revenues.

	Total Revenues	% of Total Revenues
Property taxes	\$ 136,622,319	53.3%
State Aid - Formula Grants	38,525,938	15.0%
Operating grants and contributions	53,916,301	21.0%
Charges for services	10,711,623	4.2%
Investment earnings	1,473,326	0.6%
Special items (insurance recoveries)	12,740,739	5.0%
Other revenue	2,290,211	0.9%
Total Revenues	\$ 256,280,457	100%

Fiscal year 2020 expenses are \$29.6 million more than fiscal year 2019. Approximately 47 percent of the District's expenses were expended for instructional activities. When combined with student and other support services such as transportation, counseling and nursing, 76 percent of the District's expenses were spent on direct student services.

Governmental Expenses by Type

The primary functional expenses of the District are instruction, school leadership, food service, plant maintenance and operations and interest expense, which represent 79% or adj\$189.9 million of total expenses. The remaining functional categories of expenses are each less than 4 percent of total expenses.

	Total Expenses	% of Total Expenses
Instruction	\$ 112,504,553	46.7%
School Leadership	12,722,912	5.3%
Food service	10,483,398	4.4%
Plant, maintenance and operations	42,035,045	17.5%
Interest expense	12,119,057	5.0%
Other expenses	50,968,156	21.2%
Total Expenses	\$ 240,833,121	100%

BEAUMONT INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

Financial Analysis of the Government's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a District's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances increase of \$6,426,516 in comparison with the prior year. The increase in ending governmental fund balances is primarily due an increase in the General Fund balance.

The *general fund* is the chief operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was \$49,335,894, while total fund balance reached \$63,723,154. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total fund expenditures. Unassigned fund balance represents 28 percent of total general fund expenditures, while total fund balance represents 37 percent of that same amount. The assigned fund balance of \$10,667,884 which is 6% of total general fund expenditures is for purchase order carryforwards. The fund balance of the District's general fund increased by \$7,528,434 during the current fiscal year, due to revenues being higher than expenditures.

The *debt service fund* has a total fund balance of \$13,803,775, all of which is restricted for the retirement of funded indebtedness. The net decrease in fund balance during the current year of \$649,232 was due to total principal and interest expenditures being higher than revenues.

General Fund Budgetary Highlights

Differences between the original budget and the final amended budget of the general fund can be briefly summarized as follows:

	Budget	
	Original	Final Amended
Total revenues	\$ 162,488,633	\$ 170,429,856
Total expenditures	162,513,633	192,935,866
Total other financing sources (uses)	25,000	2,369,308
Total special item	-	12,700,099
Net change in fund balance	\$ -	\$ (7,436,603)

The review of the final amended budget versus actual for the general fund reflected that expenditures were less than budgetary estimates. Budgetary estimates for the general fund related to state program revenues were more than actual amounts.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

Capital Assets and Long-term Liabilities

Capital Assets

The District's investment in capital assets for its governmental activities as of June 30, 2020 includes land, buildings and improvements, furniture and equipment, and construction in progress. The investment in capital assets for the current year was 14,629,579 21,205,122 . The following table summarizes the investment in capital assets as of June 30, 2020 and June 30, 2019:

	2020	2019
Land	\$ 14,484,184	\$ 14,484,184
Buildings and improvements	535,930,278	534,995,475
Furniture and equipment	14,629,579	13,426,567
Vehicles	21,205,122	24,275,959
Construction in progress	3,113,736	629,254
Total	589,362,899	587,811,439
Accumulated depreciation	(167,756,452)	(160,223,438)
Net capital assets	\$ 421,606,447	\$ 427,588,001

Additional information on the District's capital assets can be found in the notes to the financial statements.

Long-term Liabilities

At the end of the current fiscal year, the District had \$296,485,000 in bonded debt outstanding, a decrease of \$19,895,000 over the previous year. The District's bonds are sold and guaranteed through the Texas Permanent School Fund Guarantee Program or by a municipal bond insurance policy. The underlying rating of the bonds from Standard and Poor's is "BBB+" and from Moody's Investors Service is "Baa1" for general obligation debt.

Changes in general obligation bonds, for the fiscal year ended June 30, 2020 are as follows:

Outstanding 07/01/19	Issued	Retired	Outstanding 06/30/20
\$ 316,380,000	\$ -	\$ (19,895,000)	\$ 296,485,000

Additional information on the District's long-term liabilities can be found in the notes to the financial statements.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS (continued)

Economic Factors and Next Year's Budgets and Rates

The Beaumont Independent School District adopted the following for 2020-2021:

- The maintenance and operations tax rate for fiscal year 2020-2021 is \$0.9664 while the debt service tax rate is \$.25405 for a total tax rate of \$1.22045.
- The District adopted a General Fund budget for the year ended June 30, 2021 of \$170.6 million in revenues and expenditures.
- The Debt Service revenues are budgeted for \$33.4 million and expenditures are budgeted for \$33.4 million.
- The Child Nutrition budget is set for \$12.0 million in revenues and \$13.0 million in expenditures.

The District continues its efforts to rebuild fund balance while simultaneously adding programs and initiatives in an effort to promote student achievement.

At the August 20, 2020 regular meeting, the Board appointed Matilda "Tillie" Hickman to the vacant trustee position District no. 5.

On July 11, 2019, the District received a notification from the Texas Education Agency of the reactivation of the appointment of the monitor to the District which had been in a suspended status. The role of the monitor was elevated to conservator to facilitate the transition of the full return of governance of the District to the elected Board of Trustees in February 2020.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Chief Financial Officer, Beaumont Independent School District Beaumont Independent School District, 3395 Harrison Avenue, Beaumont, Texas 77706.



BASIC FINANCIAL STATEMENTS

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
June 30, 2020

Exhibit A-1

Data Control Codes		Governmental Activities
	Assets	
1110	Cash and cash equivalents	\$ 100,502,585
1220	Property taxes receivables, net	6,378,795
1240	Due from other governments	11,364,357
1290	Other receivables, net	443,815
1300	Inventories	78,700
1410	Prepaid items	3,858,316
	Capital assets not subject to depreciation:	
1510	Land	14,484,184
1580	Construction in progress	3,113,736
	Capital assets net of depreciation:	
1520	Buildings and improvements, net	390,313,773
1530	Furniture and equipment, net	3,667,399
1531	Vehicles, net	10,027,355
1000	Total Assets	544,233,015
	Deferred outflows of resources	
	Deferred charge on refunding	4,368,225
	Deferred outflows - pension	24,065,676
	Deferred outflows - OPEB	12,274,679
1700	Total deferred outflows of resources	40,708,580
	Liabilities	
2110	Accounts payable	9,076,723
2140	Interest payable	4,533,364
2150	Payroll deductions and withholdings	2,032,333
2160	Accrued wages payable	14,515,166
2180	Due to other governments	4,155,012
2300	Unearned revenue	2,626,743
	Noncurrent Liabilities:	
2501	Due within one year	14,985,535
2502	Due in more than one year	310,202,386
2540	Net Pension Liability	46,931,929
2545	Net Other Post-Employment Benefits (OPEB) Obligation	64,287,844
2000	Total Liabilities	473,347,035
	Deferred Inflows of Resources	
	Deferred inflows - pension	9,711,208
	Deferred inflows - OPEB	27,811,876
2600	Deferred Inflows of Resources	37,523,084
	Net Position	
3200	Net investment in capital assets	104,170,997
	Restricted for:	
3820	Federal and state programs	3,437,590
3850	Debt service	9,930,941
3900	Unrestricted	(43,468,052)
3000	Total Net Position	\$ 74,071,476

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
For Year ended June 30, 2020

Exhibit B-1

Data Control Codes	Functions/Programs	Expenses	Program Revenue		Net (Expense) Revenue and Changes in Net Position
			Charges for Services	Operating Grants and Contributions	Primary Government
					Governmental Activities
	Governmental activities:				
11	Instruction	\$ 112,504,553	\$ 9,471,022	\$ 26,400,786	\$ (76,632,745)
12	Instructional resources and media services	1,636,918	2,491	180,197	(1,454,230)
13	Curriculum and staff development	861,363	-	445,868	(415,495)
21	Instructional leadership	7,690,716	166	3,609,270	(4,081,280)
23	School leadership	12,722,912	275,824	1,494,443	(10,952,645)
31	Guidance, counseling, and evaluation services	7,311,168	-	1,695,988	(5,615,180)
32	Social work services	743,782	130	414,075	(329,577)
33	Health services	2,541,825	-	2,080,050	(461,775)
34	Student transportation	6,484,974	-	2,148,651	(4,336,323)
35	Food service	10,483,398	541,180	8,952,427	(989,791)
36	Extracurricular activities	5,647,085	277,120	460,760	(4,909,205)
41	General administration	7,358,574	16,867	1,552,056	(5,789,651)
51	Facilities maintenance and operations	42,035,045	63,004	1,206,647	(40,765,394)
52	Security and monitoring services	3,689,273	-	297,122	(3,392,151)
53	Data processing services	4,017,430	-	823,258	(3,194,172)
61	Community services	1,129,462	63,819	976,640	(89,003)
72	Interest on long-term debt	12,119,057	-	481,182	(11,637,875)
73	Debt issuance costs and fees	5,135	-	-	(5,135)
81	Facilities planning	-	-	696,881	696,881
93	Payments to fiscal agent/member districts of SSA	346,988	-	-	(346,988)
95	Payments to Juvenile Justice Alternative Education Programs	150,000	-	-	(150,000)
99	Other intergovernmental charges	1,353,463	-	-	(1,353,463)
TG	Total governmental activities	\$ 240,833,121	\$ 10,711,623	\$ 53,916,301	(176,205,197)

Data Control Codes		
General revenues:		
Taxes:		
MT	Property taxes, levied for general purposes	104,705,257
DT	Property taxes, levied for debt service	31,917,062
SF	State-aid formula grants	38,525,938
IE	Investment earnings	1,473,326
MI	Miscellaneous	2,290,211
SI	Special items (insurance recoveries)	12,740,739
TR	Total general revenues	191,652,533
CN	Change in net position	15,447,336
NB	Net position - beginning	58,624,140
NE	Net position - ending	\$ 74,071,476

BEAUMONT INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2020

Exhibit C-1

Data Control Codes		General Fund	Debt Service	Nonmajor Governmental Funds	Total Governmental Funds
	Assets				
1110	Cash and Cash Equivalents	\$ 84,587,020	\$ 12,420,274	\$ 2,765,639	\$ 99,772,933
	Receivables:				
1220	Property taxes - delinquent	17,013,271	4,828,035	-	21,841,306
1230	Allowance for uncollectible taxes (credit)	(11,475,145)	(3,987,366)	-	(15,462,511)
1240	Receivables from other governments	2,387,257	-	8,977,100	11,364,357
1260	Due from other funds	10,584,413	1,099,536	6,313,481	17,997,430
1290	Other receivables	349,431	94,326	58	443,815
1300	Inventories	-	-	78,700	78,700
1410	Prepaid items	3,719,376	9,500	-	3,728,876
1000	Total Assets	\$ 107,165,623	\$ 14,464,305	\$ 18,134,978	\$ 139,764,906
	Liabilities, Deferred Inflows of Resources, and Fund Balance				
	Liabilities				
2110	Accounts payable	\$ 5,124,687	\$ -	\$ 2,249,011	\$ 7,373,698
2150	Payroll deduction and withholdings	1,950,228	-	82,105	2,032,333
2160	Accrued wages payable	12,655,100	-	1,860,066	14,515,166
2170	Due to other funds	14,727,956	-	7,546,427	22,274,383
2180	Payable to other governments	4,144,053	-	10,959	4,155,012
2300	Unearned revenue	-	-	2,626,743	2,626,743
2000	Total Liabilities	38,602,024	-	14,375,311	52,977,335
	Deferred Inflows of Resources				
	Unavailable revenues - property taxes	4,840,445	660,530	-	5,500,975
2600	Total Deferred Inflows of Resources	4,840,445	660,530	-	5,500,975
	Fund Balance				
	Non-Spendable:				
3430	Prepaid items	3,719,376	9,500	-	3,728,876
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	3,437,590	3,437,590
3480	Retirement of long-term debt	-	13,794,275	-	13,794,275
	Committed:				
3545	Other purposes	-	-	322,077	322,077
	Assigned				
3590	Other purposes	10,667,884	-	-	10,667,884
3600	Unassigned	49,335,894	-	-	49,335,894
3000	Total fund balances	63,723,154	13,803,775	3,759,667	81,286,596
4000	Total Liabilities, Deferred Inflows, and Fund Balances	\$ 107,165,623	\$ 14,464,305	\$ 18,134,978	\$ 139,764,906

BEAUMONT INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF BALANCE SHEET FOR GOVERNMENTAL FUNDS TO
STATEMENT OF NET POSITION
June 30, 2020

Exhibit C-2

Data Control Codes	Total fund balance, governmental funds	\$ 81,286,596
	Amounts reported for governmental activities in the statement of net position are different because:	
1	Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. Capital assets at historical cost, net of accumulated depreciation, where applicable.	421,606,447
2	Property taxes receivable have been levied and are due this year, but are not available soon enough to pay for the current period's expenditures, these property taxes and related penalty and interest amounts (net of allowance for uncollectible accounts).	5,500,975
3	Deferred charge on refunding	4,368,225
4	Deferred outflows relating to pension activities	24,065,676
5	Deferred outflows relating to other post employment benefits	12,274,679
	Long-term liabilities, including bonds payable, are not due and payable in the current period, and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:	
6	General obligation bonds	(296,485,000)
7	Premium/Discount on issuance	(18,172,763)
8	Accumulated accretion on capital appreciation bonds	(1,333,190)
9	Capital leases payable	(7,145,912)
10	Accrued compensated absences	(2,051,056)
11	Accrued interest payable	(4,533,364)
12	Net pension liability	(46,931,929)
13	Net other post employment benefit liability	(64,287,844)
14	Deferred inflows relating to pension activities	(9,711,208)
15	Deferred inflows relating to other post employment benefits	(27,811,876)
16	Addition of Internal Service fund net position (see D-1)	<u>3,433,020</u>
19	Total net position-governmental activities	<u><u>\$ 74,071,476</u></u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit C-3

Data Control Codes	General Fund	Debt Service	Nonmajor Governmental Funds	Total Governmental Funds
Revenues				
5700 Local, intermediate, and out-of-state	\$ 115,934,474	\$ 32,059,586	\$ 2,660,789	\$ 150,654,849
5800 State program revenues	46,111,933	481,182	3,301,552	49,894,667
5900 Federal program revenues	3,825,905	-	29,698,632	33,524,537
5020 Total revenues	165,872,312	32,540,768	35,660,973	234,074,053
Expenditures				
Current:				
0011 Instruction	82,021,320	-	16,088,866	98,110,186
0012 Instruction resources and media services	1,373,645	-	47,918	1,421,563
0013 Curriculum and instructional staff development	391,947	-	445,868	837,815
0021 Instructional leadership	3,571,383	-	3,153,454	6,724,837
0023 School leadership	10,358,320	-	711,499	11,069,819
0031 Guidance, counseling and evaluation services	5,302,340	-	1,054,186	6,356,526
0032 Social work services	258,642	-	382,765	641,407
0033 Health services	1,998,825	-	221,573	2,220,398
0034 Student transportation	4,991,284	-	1,463,785	6,455,069
0035 Food services	-	-	9,752,565	9,752,565
0036 Extracurricular activities	5,240,659	-	49,077	5,289,736
0041 General administration	6,387,865	-	22,867	6,410,732
0051 Facilities maintenance and operations	38,691,649	-	383,370	39,075,019
0052 Security and monitoring services	3,414,003	-	-	3,414,003
0053 Data processing services	3,229,528	-	610,922	3,840,450
0061 Community services	83,148	-	976,598	1,059,746
Debt service:				
0071 Principal on long-term debt	933,692	19,895,500	-	20,829,192
0072 Interest on long-term debt	181,272	13,289,365	-	13,470,637
0073 Debt issuance costs and fees	-	5,135	-	5,135
Capital outlay:				
0081 Facilities acquisition and construction	3,213,506	-	779,265	3,992,771
Intergovernmental:				
0093 Payments to Fiscal Agent/Member Districts of SSA	346,988	-	-	346,988
0095 Payments to Juvenile Justice Alt. Ed. Prgm.	150,000	-	-	150,000
0099 Other intergovernmental charges	1,353,463	-	-	1,353,463
6030 Total Expenditures	173,493,479	33,190,000	36,144,578	242,828,057
Excess (deficiency) of revenues over expenditures	(7,621,167)	(649,232)	(483,605)	(8,754,004)
Other Financing Sources (Uses)				
7912 Sale of real or personal property	2,408,862	-	30,919	2,439,781
7080 Total other financing sources (uses)	2,408,862	-	30,919	2,439,781
Special Item				
7918 Special items (insurance recoveries)	12,740,739	-	-	12,740,739
8080 Total special items	12,740,739	-	-	12,740,739
1200 Net change in fund balances	7,528,434	(649,232)	(452,686)	6,426,516
0100 Fund Balance - July 1 (Beginning)	56,194,720	14,453,007	4,212,353	74,860,080
3000 Fund Balance - June 30 (Ending)	\$ 63,723,154	\$ 13,803,775	\$ 3,759,667	\$ 81,286,596

BEAUMONT INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2020

Exhibit C-4

Data Control Codes		
	Net change in fund balances - total governmental funds (from C-3)	\$ 6,426,516
	Amounts reported for <i>governmental activities</i> in the statement of activities (B-1) are different because:	
	Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.	
1	Governmental funds capital outlays	5,982,527
2	Governmental funds depreciation expense	(11,964,081)
4	Property tax revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.	(171,103)
5	Pension contributions made after the net pension liability date are reported as expenditures in the governmental funds and are reported as deferred outflows on the face of the statement of net position.	4,159,525
6	OPEB contributions made during the current fiscal year are reported as expenditures in the governmental funds and are reported as deferred outflows and reductions in OPEB liability as opposed to expenses in the statement of activity	975,874
7	Repayment of long-term debt principal is an expenditure in the governmental fund, but the repayment reduces long-term liabilities in the statement of net position.	19,895,000
8	Repayment of capital lease is an expenditure in the governmental fund, but the repayment reduces long-term liabilities in the statement of net position.	933,692
	Some expenses reported in the statement of activities do not require the use of current financial resources and these are not reported as expenditures in governmental funds:	
9	Decrease in interest payable not recognized in fund statements	346,924
10	Decrease in accrued compensated absences	18,274
11	Amortization of premium/discount	1,104,310
12	Increase in accumulated accretion on capital appreciation bonds	(31,102)
13	Amortization of deferred charge on refunding	(68,052)
14	Pension expense for the pension plan measurement year	(9,839,158)
15	OPEB expense for the current fiscal year	(2,409,967)
16	Internal service funds are used by management to charge the costs of certain activities, such as insurance to individual funds. The net revenue (expense) of the internal service funds is reported with governmental activities (see D-2).	88,157
	Change in net position of governmental activities (see B-1)	\$ 15,447,336

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET POSITION
PROPRIETARY FUNDS
June 30, 2020

Exhibit D-1

Data Control Codes		Governmental Activities - Internal Service Fund
	Assets	
	Current Assets:	
1110	Cash and cash equivalents	\$ 729,652
1260	Due from other funds	4,276,953
1410	Prepaid Items	129,440
	Total Current Assets	5,136,045
1000	Total Assets	5,136,045
	Liabilities	
	Current Liabilities:	
2200	Accrued expenses	1,703,025
	Total Current Liabilities	1,703,025
2000	Total Liabilities	1,703,025
	Net Position	
3900	Unrestricted net position	3,433,020
3000	Total Net Position	\$ 3,433,020

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
PROPRIETARY FUNDS
For the Year Ended June 30, 2020

Exhibit D-2

Data Control Codes		Governmental Activities - Internal Service Fund
	Operating Revenues	
5700	Miscellaneous revenue from local sources	\$ 122,448
5754	Interfund services provided	703,685
5020	Total Operating Revenues	<u>826,133</u>
	Operating Expenses	
6400	Claims expense and other operating expenses	<u>737,976</u>
6030	Total Operating Expenses	<u>737,976</u>
1200	Change in Net Position	88,157
0100	Net Position - July 1 (Beginning)	<u>3,344,863</u>
3300	Net Position - June 30 (Ending)	<u><u>\$ 3,433,020</u></u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
For the Year Ended June 30, 2020

Exhibit D-3

	Governmental Activities - Internal Service Fund
Increase (Decrease) in Cash and Cash Equivalents	
Cash Flows from Operating Activities:	
Cash receipts from interfund services provided	\$ 798,877
Cash payments for insurance claims	(805,623)
Net Cash Provided by (Used for) Operating Activities	<u>(6,746)</u>
 Net change in Cash and Cash Equivalents	 (6,746)
Cash and Cash Equivalents at Beginning of Year	<u>736,398</u>
Cash and Cash Equivalents at End of Year	<u><u>\$ 729,652</u></u>
 Reconciliation to Balance Sheet	
Cash and Cash Equivalents Per Cash Flow	<u>\$ 729,652</u>
 Cash and Cash Equivalents per Balance Sheet	<u><u>\$ 729,652</u></u>
 Reconciliation of Operating Income to Net Cash Provided by Operating Activities:	
Operating Income (Loss)	\$ 88,157
Change in Assets and Liabilities:	
Decrease (increase) in Interfund Receivables	(27,256)
Increase (decrease) in Accrued Expenses	<u>(67,647)</u>
Net Cash Provided by (Used for) Operating Activities	<u><u>\$ (6,746)</u></u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES AND NET POSITION
June 30, 2020

Exhibit E-1

Data Control Codes		Private Purpose Trust Funds	Agency Funds
	Assets		
	Current Assets		
1110	Cash and cash equivalents	\$ 54,921	\$ 326,368
	Receivables:		
1290	Other receivables	5,733	30,293
1000	Total Assets	<u>60,654</u>	<u>\$ 356,661</u>
	Liabilities		
	Current Liabilities		
2110	Accounts payable	10,000	\$ 2,636
2190	Due to student groups	-	354,025
2000	Total Liabilities	<u>10,000</u>	<u>\$ 356,661</u>
	Net Position		
3800	Restricted	<u>\$ 50,654</u>	

BEAUMONT INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
For the Year Ended June 30, 2020

Exhibit E-2

	Private Purpose Trust Funds
Additions	
Gifts and contributions	\$ 10,000
Total additions	<u>10,000</u>
Deductions	
Non-operating expenses	<u>14,500</u>
Total deductions	<u>14,500</u>
Change in net position	(4,500)
Net position beginning of year	<u>55,154</u>
Net position end of year	<u><u>\$ 50,654</u></u>

Note 1 - Summary of Significant Accounting Policies

The Beaumont Independent School District (the “District”) is an independent public educational agency operating under the applicable laws and regulations of the State of Texas. It is governed by a seven member Board of Trustees (the “Board”) elected by the registered voters of the District and has fiscal accountability over all activities within the jurisdiction of the District. The District prepares its basic financial statements in conformity with generally accepted accounting principles promulgated by the Governmental Accounting Standards Board (GASB) and other authoritative sources identified in the Statement of Auditing Standards of the American Institute of Certified Public Accountants; and it complies with the requirements of the appropriate version of Texas Education Agency’s *Financial Accountability System Resource Guide* (the “Resource Guide”) and the requirements of contracts and grants of agencies from which it receives funds.

The following is a summary of the most significant accounting policies.

A. Reporting Entity

The District’s Board is elected by the public and it has the authority to make decisions, appoint administrators and managers, and significantly influence operations. It also has the primary accountability for fiscal matters. Therefore, the District is considered an independent entity for financial reporting purposes, and is considered a primary government as defined by GASB. As the District is considered a primary government for financial reporting purposes, its activities are not considered a part of any other governmental or other, type of reporting entity.

B. Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements. *Governmental activities* include programs supported primarily by taxes, charges to school districts for services, state funds, grants and other intergovernmental revenues.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment, are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to students or users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as *general revenues*.

Interfund activities between governmental funds and between governmental and proprietary funds appear as due to or due from on the Governmental Fund Balance Sheet and Proprietary Fund Statement of Net Position and as other resources and other uses on the Governmental Fund Statement of Revenues, Expenditures, and Changes in Fund Balance and on the Proprietary Fund Statement of Revenues, Expenses, and Changes in Fund Net Position. All interfund transactions between governmental funds and between governmental and internal service funds are eliminated on the government-wide statements. Interfund activities between governmental funds and fiduciary funds remain as due to or due from on the government-wide Statement of Net Position.

Separate financial statements are provided for governmental funds, proprietary funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

Note 1 - Summary of Significant Accounting Policies (continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the proprietary fund and fiduciary fund financial statements while the agency funds have no measurement of focus. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. With this measurement focus, only current assets, current liabilities, deferred inflows of resources, and fund balances are included on the balance sheet. Operating statements of these funds present net increases and decreases in current assets (i.e., revenues and other financing sources and expenditures and other financing uses).

The modified accrual basis of accounting recognizes revenues in the accounting period in which they become both measurable and available, and it recognizes expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest and principal on long-term debt, which is recognized when due. The expenditures related to certain compensated absences and claims and judgments are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Revenues from local sources consist primarily of property taxes and are recorded as revenue when received. The District considers property tax revenue available if they expect the revenue to be collected within 60 days of the end of the fiscal year. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

Grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant. Accordingly, when such funds are received, they are recorded as unearned revenues until related and authorized expenditures have been made. If balances have not been expended by the end of the project period, grantors sometimes require the District to refund all or part of the unused amount.

The District reports the following major governmental funds:

- The General Fund - The general fund is the District's primary operating fund. It accounts for all financial resources except those required to be accounted for in another fund.
- Debt Service Fund - The District accounts for resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds in a debt service fund. This is a budgeted fund and separate bank accounts are maintained.

The District reports the following nonmajor governmental funds:

- Special Revenue Funds - These funds account for resources restricted to or committed for specific purposes by a grantor, or for resources that are committed for specific purposes by the Board. Most federal and some state financial assistance is accounted for in a special revenue fund and sometimes unused balances must be returned to the grantor at the close of specified project periods.

Note 1 - Summary of Significant Accounting Policies (continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation (continued)

Additionally, the District reports the following fund types:

- Internal Service Funds - These funds are used to account for financing of goods or services provided by one department to other departments of the District on a cost-reimbursement basis. The District operates the Workers' Compensation internal service fund.
- Private purpose trust funds – These funds are used to account for donations for scholarships funds that are received by the District that are to be awarded to current and former students for post-secondary education purposes.
- Agency Funds - The District accounts for resources held for others in a custodial capacity in agency funds. Assets equal liabilities, and this fund does not include measurements or results of operations. The District's Agency Fund is the Student Activity.

Proprietary funds distinguish *operating* revenues and expenses from *non-operating* items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service fund are charges to the funds and/or employees for self-funded health services. Operating expenses for the internal service fund include the cost of services and administrative expenses. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

D. Deposits and Investments

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, certificates of deposit, investment pools, and short-term investments with original maturities of one year or less from the date of acquisition.

For purposes of the statement of cash flows for proprietary funds, the District considers highly liquid investments to be cash equivalents if they have a maturity of three months or less when purchased.

The District's investment pools are valued and reported at amortized cost, which approximates fair value. The District categorizes fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value: Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. The District's local government investment pools are recorded at amortized costs as permitted by GASB Statement No. 79, *Certain Investment Pools and Pool Participants*.

Note 1 - Summary of Significant Accounting Policies (continued)

E. Receivables and Payables

Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e., the current portion of interfund loans) or "advances to/from other funds" (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds."

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property located in the District in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 31 of each year, a tax lien attaches to the property to secure the payment of all taxes, penalties, and interest ultimately imposed. Property tax revenues are considered available (1) when they become due or past due and receivable within the current period and (2) when they are expected to be collected during a 60-day period after the close of the fiscal year.

Delinquent taxes are prorated between maintenance and debt service based on rates adopted for the year of the levy. Allowances for uncollectible tax receivables within the General and Debt Service Funds are based on historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

F. Inventories and Prepaid Items

Inventories of supplies on the balance sheet are stated at weighted average cost and they include consumable maintenance, instructional, office, athletic, and transportation items. Supplies are recorded as expenditures when they are consumed. Inventories of food commodities which are received at no cost are recorded as revenue at market value supplied by the Texas Department of Agriculture when received, and as expenditure when consumed. At year end, the commodities inventory is recorded to inventory. A portion of fund balance is classified as nonspendable to reflect minimum inventory quantities considered necessary for the District's continuing operations.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

G. Capital Assets

Capital assets, which include land, buildings, and furniture and equipment are reported in the applicable governmental activities column in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at the acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

Note 1 - Summary of Significant Accounting Policies (continued)

G. Capital Assets (continued)

Buildings, and furniture and equipment of the District are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Building	20 - 60
Buildings and Improvements	*
Furniture and Equipment	5 - 10
Automobiles and Trucks	3 - 5
Buses	10 - 12

* Remaining life of building or 20 years whichever is less

H. Compensated Absences

Compensated absences are absences for which employees will be paid, such as sick leave. A liability for compensated absences that are attributable to services already rendered and that are not contingent on a specific event that is outside the control of the government and its employees is accrued as employees earn the rights to the benefits. Compensated absences that relate to future services or that are contingent on a specific event that is outside the control of the government and its employees are accounted for in the period in which such services are rendered or such events take place.

The District has a vacation pay policy for twelve-month employees whereby eligible employees hired prior to July 1, 2001, shall receive vacation of ten to twenty days dependent upon the number of years of service. Effective July 1, 2001, a person hired by the District, or promoted by the District to a position normally requiring 240 days of service, earns vacation days during the first full year of employment on a pro rata basis depending on the date of hire; thereafter, 12 days of paid vacation are earned between July 1 to June 30 of each school year. All vacation days are forfeited if not taken by December 31 of each year; therefore, management believes that the liability for unused vacation days at June 30, 2020 is not material to the financial statements.

I. Long-term Obligations

In the government-wide financial statements and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities or proprietary fund type Statement of Net Position. Premiums and discounts are presented as a component of liabilities while deferred charges on refundings are presented as deferred outflows of resources. Both items are deferred and amortized over the life of the related debt using the straight-line method. Long-term debt is reported net of the applicable premium or discount.

In the fund financial statements, governmental fund types recognize bond premiums and discounts as well as bond issuance costs during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Note 1 - Summary of Significant Accounting Policies (continued)

J. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of a government's net position (a decrease in assets in excess of any related decrease in liabilities or an increase in liabilities in excess of any related increase in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

- Deferred outflows of resources for refunding – Reported in the government-wide financial statement of net position, this deferred charge on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt
- Deferred outflows of resources for pension – Reported in the government-wide financial statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results 1) changes in actuarial assumptions; 2) differences between expected and actual actuarial experiences and 3) changes in the District's proportional share of pension liabilities. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The remaining pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan.
- Deferred outflows of resources for post-employment benefits – Reported in the government wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of 1) differences between projected and actual earnings on pension plan investments and 2) changes in the District's proportional share of pension liabilities. The deferred outflows of resources related to post-employment benefits resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net post-employment benefit liability in the next fiscal year. The deferred outflows resulting from differences between projected and actual earnings on OPEB plan investments will be amortized over a closed five-year period. The remaining deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with post-employment benefits through the post-employment benefit plan.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position (an increase in assets in excess of any related increase in liabilities or a decrease in liabilities in excess of any related decrease in assets) by the government that is applicable to a future reporting period. The District has three items that qualify for reporting in this category:

- Deferred inflows of resources for unavailable revenues – Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow or resources in the period that the amounts become available.

Note 1 - Summary of Significant Accounting Policies (continued)

J. Deferred Outflows/Inflows of Resources (continued)

- Deferred inflows of resources for pension – reported in the government-wide financial statement of net position, these deferred inflows result primarily from 1) differences between projected and actual earnings on pension plan investments; 2) changes in actuarial assumptions; 3) differences between expected and actual actuarial experiences and 4) changes in the District's proportional share of pension liabilities. The deferred inflows resulting from differences between projected and actual earnings on pension plan investments will be amortized over a closed five-year period. The remaining pension related deferred inflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan.
- Deferred inflows of resources for post-employment benefits – Reported in the government wide financial statement of net position, these deferred inflows result primarily from 1) changes in actuarial assumptions and 2) differences between expected and actual actuarial experiences. These post-employment related deferred inflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with post-employment benefits through the post-employment benefit plan.

K. Pensions

The fiduciary net position of the Teacher Retirement System of Texas (TRS) has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

L. Other Post-Employment Benefits.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as you-go plan and all cash is held in a cash account.

M. Net Position

Net Position on the Statement of Net Position includes the following:

- Net investment in capital assets - this component of net position consists of capital assets, net accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt will be included in this component of net position.
- Restricted for federal and state programs - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets, which are restricted by federal and state granting agencies.

Note 1 - Summary of Significant Accounting Policies (continued)

M. Net Position (continued)

- Restricted for Debt Service - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. The assets arise from bond issuances which have constraints placed on them by the bond covenants for the purpose of future debt service payments.
- Unrestricted net position - this component of net position is the net amount of assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

N. Fund Balance

The fund balance in governmental funds has been classified as follows to describe the nature and relative strength of the spending constraints:

- *Non-spendable fund balance* - Represents amounts that are not in spendable form, such as inventory and prepaids, or are required to be maintained intact.
- *Restricted fund balance* - Represents amounts constrained to specific purposes by their providers, such as grantors, bondholders, and higher levels of government, through constitutional provisions, or by enabling legislation.
- *Committed fund balance* - Represents amounts constrained to specific purposes by the District itself, using its highest level of decision-making authority, i.e., Board of Trustees. To be reported as committed, amounts cannot be used for any other purpose unless the District's Board of Trustees approves the changes by Board Resolution. The fund balance of the campus activity fund is committed for use at the campuses per board policy.
- *Assigned fund balance* - Represents amounts the District intends to use for a specific purpose. Intent can be expressed by the District or by an official or body to which the Board of Trustees delegates the authority. The Board of Trustees has retained this authority. There was an assigned fund balance during the current fiscal year due to purchase order carryforwards.
- *Unassigned fund balance* - Represents amounts that are available for any purpose. Positive amounts are reported only in the general fund.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board of Trustees or the District Fund Managers have provided otherwise in their commitment or assignment actions.

In the fund financial statements, certain governmental funds report restrictions of the entire fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Since the entire fund balance is restricted for these funds, all assets are in essence restricted for their specified purpose.

When the District incurs an expense for which it may use either restricted or unrestricted resources, it uses the restricted resources first unless unrestricted resources will have to be returned because they were not used.

Note 1 - Summary of Significant Accounting Policies (continued)

N. Fund Balance (continued)

Since Internal Service Funds support the operations of governmental funds, they are consolidated with the governmental funds in the government-wide financial statements. The expenditures of governmental funds that create the revenues of internal service funds are eliminated to avoid “grossing up” the revenues and expenses of the District as a whole.

The District sponsors self-insured plans to provide workers’ compensation benefits to employees. Revenues of these Internal Service Funds are received from both the District’s governmental and proprietary funds. Expenses are comprised of claims incurred during the fiscal year, professional and contracted services and other miscellaneous expenses.

The General Fund is contingently liable for liabilities of these funds.

O. Data Control Codes

The Data Control Codes refer to the account code structure prescribed by the Texas Education Agency (the “TEA”) in the Resource Guide. The TEA requires school districts to display these codes in the financial statements filed with the Agency in order to ensure accuracy in building a statewide data base for policy development and funding plans.

In accordance with the Resource Guide, the District has adopted and installed an accounting system which meets at least the minimum requirements prescribed by the Texas State Board of Education and approved by the State Auditor. Specifically, the District’s accounting system uses codes and the code structure presented in the Resource Guide. Mandatory codes are recorded in the order provided in the Resource Guide.

P. Use of Estimates

The presentation of financial statements, in conformity with generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

Q. Implementation of New Standards

The following GASB pronouncements have been issued but not yet implemented by the District:

GASB Statement No. 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans*—an amendment of GASB Statements No. 14 and No. 84, and a supersession of GASB Statement No. 32. It was issued in June 2020, but the requirements in (1) paragraph 4 of this Statement as it applies to defined contribution pension plans, defined contribution OPEB plans, and other employee benefit plans and (2) paragraph 5 of this Statement are effective immediately. The requirements in paragraphs 6–9 of this Statement are effective for fiscal years beginning after June 15, 2021. Implementation of this Statement is planned for fiscal year 2022.

Note 1 - Summary of Significant Accounting Policies (continued)

Q. Implementation of New Standards (continued)

GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*. This statement was issued in May 2020 and provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, *Leases*, as amended. This statement is effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter. Implementation of this Statement is planned for fiscal year 2023.

GASB Statement No. 95, *Postponement of the Effective Dates of Certain Authoritative Guidance*. This Statement was issued in March 2020. The primary objective of this Statement is to provide temporary relief to governments and other stakeholders in light of the COVID-19 pandemic. That objective is accomplished by postponing the effective dates of certain provisions in Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018, and later. The requirements of this Statement are effective for fiscal years beginning after June 15, 2022, and all reporting periods thereafter. The requirements of this Statement are effective immediately.

- Statement No. 83, *Certain Asset Retirement Obligations*
- Statement No. 84, *Fiduciary Activities*
- Statement No. 88, *Certain Disclosures Related to Debt, including Direct Borrowings and Direct Placements*
- Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*
- Statement No. 90, *Majority Equity Interests*
- Statement No. 91, *Conduit Debt Obligations*
- Statement No. 92, *Omnibus 2020*
- Statement No. 93, *Replacement of Interbank Offered Rates*
- Implementation Guide No. 2017-3, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting)*
- Implementation Guide No. 2018-1, *Implementation Guidance Update—2018*
- Implementation Guide No. 2019-1, *Implementation Guidance Update—2019*
- Implementation Guide No. 2019-2, *Fiduciary Activities*.

The effective dates of the following pronouncements are postponed by 18 months:

- Statement No. 87, *Leases*
- Implementation Guide No. 2019-3, *Leases*.

The District plans on implementing GASB No. 84 *Fiduciary Activities* in fiscal year 2021 and GASB No. 87 *Leases* in fiscal year 2022.

Note 2 - Deposits and Investments

Cash Deposits: The funds of the District must be deposited and invested under the terms of a contract, contents of which are set out in the Depository Contract Law. The depository bank places approved pledged securities for safekeeping and trust with the District's agent bank in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

At June 30, 2020, the carrying amount of the District's cash deposits (cash and interest-bearing accounts) was \$2,334,137 and the bank balance was \$4,147,565. The District's cash deposits at June 30, 2020, were entirely covered by FDIC Insurance or by pledged collateral held by the District's agent bank in the District's name.

Investments: The District's investment policy is in accordance with the Public Funds Investment Act (Government Code Chapter 2256). Statutes authorize the District to invest in (1) obligations of the U.S. Treasury, certain U.S. agencies, and the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers' acceptances, (7) mutual funds, (8) investment pools, (9) guaranteed investment contracts, (10) and common trust funds.

The State Public Funds Investment Act (Government Code Chapter 2256) contains specific provisions in the areas of investment practices, management reports, and establishment of appropriate policies. It requires the District to adopt, implement, and publicize an investment policy. The investment policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit. Statutes authorize the District to invest in (1) obligations of the United States Treasury, certain United States agencies, and obligations of the State of Texas; (2) certificates of deposit, (3) certain municipal securities, (4) money market savings accounts, (5) repurchase agreements, (6) bankers acceptances, (7) mutual funds, (8) investment pools, (9) guaranteed investment contracts, and (10) common trust funds. Management of the District believes it is in compliance with the requirements of the Act and with local policies. The District's temporary investments consist of balances held by the Texas Local Government Investment Pool (TexPool) and Lone Star Investment Pool (LSIP).

TexPool is a public funds investment pool created by the Texas Treasury Safekeeping Trust Company (Trust Company) to provide a safe environment for the placement of local government funds in authorized short-term, fully collateralized investments, including direct obligations of, or obligations guaranteed by, the United States or State of Texas or their agencies; federally insured certificates of deposit issued by Texas banks or savings and loans; and fully collateralized direct repurchase agreements secured by United States Government agency securities and placed through a primary government securities dealer.

The Trust Company was incorporated by the State Treasurer by authority of the Texas Legislature as a special purpose trust company with direct access to the services of the Federal Reserve Bank to manage, disburse, transfer, safe keep, and invest public funds and securities more efficiently and economically. The State Comptroller of Public Accounts exercises oversight responsibility over TexPool. Oversight includes the ability to significantly influence operations, designation of management, and accountability for fiscal matters. TexPool uses amortized cost rather than fair value to report net position to compute share prices. The fair value of the position in TexPool is the same as the value of TexPool shares. Accordingly, the District's investments in TexPool are stated at amortized cost, which approximates fair value. TexPool is currently rated AAAM by Standard and Poor's. This rating indicates excellent safety and a superior capacity to maintain principal value and limit exposure to loss.

LSIP is a Texas public investment pool sponsored by the Texas Association of School Boards (TASB) for investment of funds by state and local government entities, primarily local school districts. The Board has entered into an agreement with First Public, LLC (First Public), a Texas limited liability company and a member of the

Note 2 - Deposits and Investments (continued)

National Association of Securities Dealers, Securities Investor Protection Corporation, and Municipal Securities Rulemaking Board, pursuant to which First Public serves as administrator of LSIP's operations. American Beacon Advisors, Fort Worth, Texas, and Standish Mellon Asset Management Company, LLC, Pittsburgh, Pennsylvania, provide investment management services to LSIP regarding the investment and reinvestment of the pool's assets. The fund's credit quality is excellent as its portfolio is composed of U. S. government and U. S. agency securities. Investments in LSIP provide for investment in securities with maturities and returns generally greater than money market instruments. LSIP is marked-to-market daily to maintain an accurate net asset value. The District's fair value in LSIP is the same as the value of the pool shares. LSIP is currently rated AAA by Standard and Poor's. This rating indicates excellent safety and a superior capacity to maintain principal value and limit exposure to loss.

At June 30, 2020, the District's cash and investment balances, the weighted average maturity, and the credit ratings of these investments were as follows:

	Carrying Value	Weighted Average Maturity (Days)	Credit Rating
Governmental Activities			
Cash and deposits	\$ 1,952,848	N/A	N/A
<i>Investments</i>			
Local Government Investment Pools			
TexPool	4,075,629	36	AAAm
Lone Star Corporate Overnight Fund	3,417,478	43	AAA
Lone Star Corporate Overnight Plus Fund	72,073,810	50	AAA
Lone Star Government Overnight Fund	18,982,820	35	AAA
Total Investments	<u>98,549,737</u>	46	
Total Governmental Activities	<u>100,502,585</u>		
Fiduciary Funds			
Cash and Deposits	381,289	N/A	N/A
Total Fiduciary Funds	<u>381,289</u>		
Total	<u>\$ 100,883,874</u>		

Due to the immediate availability of the funds, the District's temporary investments at June 30, 2020 are included in cash and cash equivalents. Local government investment pools are recorded at amortized cost which approximates fair value. Texpool and Lone Star do not have any limitations and restrictions on withdrawals such as notice periods or maximum transaction amounts. The pools do not impose any liquidity fees or redemption gates.

Note 2 - Deposits and Investments (continued)

Additional policies and contractual provisions governing deposits and investments for the District are specified below:

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates may adversely affect the value of investments. To limit the risk that changes in interest rates will adversely affect the fair value of the investments. The district monitors interest rate risk utilizing weighted average maturity (WAM) analysis. The District requires its investment portfolio to have maturities of less than one year on a WAM basis. However, specific to the District's debt service funds, maturities longer than one year are authorized within legal limits and as long as sufficient investment liquidity to timely meet debt service payment obligations is maintained. The long-term investment the District currently holds, which has no call options, is due when the debt instrument is due and the District intends to hold the investment until maturity, thereby reducing its risk of loss due to changes in the fair value of the investment.

At June 30, 2020, the District's exposure to interest risk as measured by the segmented time distribution by investment type is summarized below:

		Investment Maturity in Years
	Amortized Cost	Less than 1
Local Government Investment Pools:		
TexPool	\$ 4,075,629	\$ 4,075,629
Lone Star Corporate Overnight Fund	3,417,478	3,417,478
Lone Star Corporate Overnight Plus Fund	72,073,810	72,073,810
Lone Star Government Overnight Fund	18,982,820	18,982,820
	<u>\$ 98,549,737</u>	<u>\$ 98,549,737</u>

Credit Risk: To limit the risk that an issuer or other counterparty to an investment will not fulfill its obligations, the District limits investments in commercial paper, corporate bonds, mutual bond funds, public funds investment pools to those that have received top ratings issued by nationally recognized statistical rating organizations (NRSROs). As of June 30, 2020, the District's investments in Texas Pool and Lone Star were rated AAAm and AAA, respectively.

Custodial Credit Risk: State law requires governmental entities to contract with financial institutions in which funds will be deposited to secure those deposits with insurance or pledged securities with a fair value equaling or exceeding the amount on deposit at the end of each business day. The District's policy regarding deposits is in accordance with this law.

Concentration of Credit Risk: For temporary investments, to limit the risk of loss attributed to the magnitude of a government's investment in a single issuer, the District's policy states that the portfolio must be diversified. Concentration of Credit Risk is not applicable to investment pools since the purpose of these pools is to diversify the District's investment portfolio.

Note 3 - Receivables and Unearned Revenue

Receivables as of June 30, 2020, for the District's individual major and non-major funds in the aggregate, including the applicable allowances for uncollectible accounts, are as follows:

	General Fund	Debt Service	Nonmajor Governmental Funds	Total
Property Taxes	\$ 17,013,271	\$ 4,828,035	\$ -	\$ 21,841,306
Due from other governments	2,387,257	-	8,977,100	11,364,357
Other	349,431	94,326	58	443,815
Gross Receivables	19,749,959	4,922,361	8,977,158	33,649,478
Less allowance for doubtful accounts	(11,475,145)	(3,987,366)	-	(15,462,511)
Net Total Receivables	\$ 8,274,814	\$ 934,995	\$ 8,977,158	\$ 18,186,967

Other receivables are reported at gross value. Management has determined that an allowance for doubtful accounts is not necessary for fair presentation.

Governmental funds report unearned revenue in connection with resources that have been received, but not yet earned. At the end of the fiscal year 2020, the various components of unearned revenues reported in the governmental funds were as follows:

	Unearned
Unearned federal revenue	\$ 453,639
Unearned state and local revenue	2,173,104
	\$ 2,626,743

Note 4 - Interfund Receivables, Payables, and Transfers

Interfund balances consist of short-term lending/borrowing arrangements that result from normal operations and are cleared out periodically. Additionally, some lending/borrowing may occur between two or more nonmajor governmental funds.

The composition of interfund balances as of June 30, 2020, is as follows:

	Interfund Receivable	Interfund Payable	Net
Governmental Activities:			
General Fund	\$ 10,584,413	\$ 14,727,956	\$ (4,143,543)
Debt Service	1,099,536	-	1,099,536
Nonmajor Governmental Funds	6,313,481	7,546,427	(1,232,946)
Nonmajor Internal Service Funds	4,276,953	-	4,276,953
Total Governmental Activities	22,274,383	22,274,383	-
Total	\$ 22,274,383	\$ 22,274,383	\$ -

Note 5 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2020, was as follows:

Governmental Activities:

	Balance July 01, 2019	Additions	Transfers	(Retirements)	Balance June 30, 2020
Governmental Capital Assets					
Capital assets, not being depreciated:					
Land	\$ 14,484,184	\$ -	\$ -	\$ -	\$ 14,484,184
Construction in progress	629,254	3,067,767	(583,285)	-	3,113,736
Total Capital assets, not being depreciated	15,113,438	3,067,767	(583,285)	-	17,597,920
Capital assets, being depreciated:					
Buildings and improvements	534,995,475	351,518	583,285	-	535,930,278
Furniture and equipment	13,426,567	1,203,012	-	-	14,629,579
Vehicles	24,275,959	1,360,230	-	(4,431,067)	21,205,122
Total Capital assets, being depreciated	572,698,001	2,914,760	583,285	(4,431,067)	571,764,979
Less accumulated depreciation for:					
Buildings and improvements	(135,805,424)	(9,811,081)	-	-	(145,616,505)
Furniture and equipment	(10,161,619)	(800,561)	-	-	(10,962,180)
Vehicles	(14,256,395)	(1,352,439)	-	4,431,067	(11,177,767)
Total Accumulated depreciation	(160,223,438)	(11,964,081)	-	4,431,067	(167,756,452)
Governmental Capital Assets	\$ 427,588,001	\$ (5,981,554)	\$ -	\$ -	\$ 421,606,447

Depreciation expense was charged to functions/programs of the District as follows:

Function	Depreciation Expense
Governmental Activities:	
Instruction	\$ 5,559,119
Instructional resources and media services	93,242
Curriculum and staff development	26,605
Instructional leadership	242,423
School leadership	672,349
Guidance, counseling and evaluation services	359,919
Social work services	17,556
Health services	135,242
Student transportation	338,805
Food Services	661,997
Extracurricular activities	355,732
General administration	433,529
Plant maintenance and operations	2,616,604
Security and monitoring services	231,740
Data processing services	219,219
Total Governmental Activities	\$ 11,964,081

Note 5 - Capital Assets (continued)

Construction budgets and remaining commitments under related construction contracts as of June 30, 2020, follows:

Project	Approved Construction Budget	Construction in Progress	Remaining Commitment
Beaumont United Café	\$ 4,050,884	\$ 2,905,056	\$ 1,145,828
Beaumont United HVAC	555,000	208,680	346,320
	<u>\$ 4,605,884</u>	<u>\$ 3,113,736</u>	<u>\$ 1,492,148</u>

Note 6 - Compensated Absences and Other Sick Leave Benefits

The balance of accumulated unpaid vacation and sick leave at June 30, 2020 was \$2,051,056 and is presented as other long-term liabilities in these financial statements.

	Balance July 01, 2019	Additions	Deductions - Payments to Participants	Balance June 30, 2020
Compensated absences payable	<u>\$ 2,069,330</u>	<u>\$ 316,929</u>	<u>\$ 335,203</u>	<u>\$ 2,051,056</u>

Note 7 - Long-term Liabilities

The District's long-term liabilities consist of bond indebtedness and compensated absences. The current requirements for general obligation bonds principal and interest expenditures are accounted for in the debt service fund.

Changes in Long-term Liabilities

Long-term liability activities for the fiscal year ended June 30, 2020, was as follows:

	Balance July 1, 2019	Additions	Retirements	Balance June 30, 2020	Due Within One Year
General Obligation Bonds	\$ 316,380,000	\$ -	\$ 19,895,000	\$ 296,485,000	\$ 11,980,000
Premiums on bonds	19,277,073	-	1,104,310	18,172,763	-
Accumulated accretion on capital appreciation bonds	1,302,088	31,102	-	1,333,190	-
Loan payable	8,079,604	-	933,692	7,145,912	954,479
Accrued compensated absences	2,069,330	316,929	335,203	2,051,056	2,051,056
Total Governmental Long-term Liabilities	<u>\$ 347,108,095</u>	<u>\$ 348,031</u>	<u>\$ 22,268,205</u>	<u>\$ 325,187,921</u>	<u>\$ 14,985,535</u>

Note 7 - Long-term Liabilities (continued)

General Obligation Bonds

General Obligation Bonds outstanding, at June 30, 2020, are comprised of the following:

Issue	Original Issuance Amount	Interest Rate (%)	Maturity Date	Debt Outstanding
General Obligation Bonds:				
Unlimited Tax Qualified School Construction Bonds, Series 2010	\$ 14,450,000	0.00%	2/15/2026	\$ 5,790,000
Unlimited Tax School Building Bonds, Series 2010B	59,490,000	4.49% to 5.81%	2/15/2038	57,780,000
Unlimited Tax School Building Bonds, Series 2011	31,500,000	2.00% to 5.00%	2/15/2038	11,730,000
Unlimited Tax Refunding Bonds, Series 2012	8,070,000	2.00% to 3.00%	2/15/2038	7,215,000
Unlimited Tax Refunding Bonds, Series 2016	132,155,000	3.00% to 5.00%	2/15/2038	116,745,000
Unlimited Tax Refunding Bonds, Series 2017	107,040,000	3.00% to 5.00%	2/15/2038	97,225,000
				<u>\$ 296,485,000</u>

Debt service requirements to maturity for the General Obligation Bonds are as follows:

Year Ending June 30th	Principal	Interest	Totals
2021	\$ 11,980,000	\$ 12,088,970	\$ 24,068,970
2022	12,495,000	11,558,609	24,053,609
2023	13,040,000	10,999,322	24,039,322
2024	13,625,000	10,400,696	24,025,696
2025	14,235,000	9,770,016	24,005,016
2026 - 2030	79,560,000	40,109,033	119,669,033
2031 - 2035	90,235,000	21,229,857	111,464,857
2036 - 2038	61,315,000	4,538,098	65,853,098
	<u>\$ 296,485,000</u>	<u>\$ 120,694,601</u>	<u>\$ 417,179,601</u>

On September 18, 2019, the Board authorized the defeasance and optional redemption of certain outstanding maturities of the District's outstanding unlimited tax school building bonds, Series 2011. On December 18, 2019, there was deposit from the District in the amount of \$8,900,000 related to 2019 cash defeasance. The par amount of refunded bonds was \$8,410,000. The net present value savings was \$5,357,490.

Note 7 - Long-term Liabilities (continued)

Loan Payable

The District also entered into a loan payable agreement for the purchase of buses in the amount of \$9,943,273. Interest accrues at a rate of 2.245% annual and the maturity date is fiscal year 2027. Principal and interest requirements are as follows:

Year Ending June 30th	Principal	Interest
2021	\$ 954,479	\$ 160,485
2022	975,907	139,057
2023	997,816	117,148
2024	1,020,217	94,747
2025	1,043,121	71,843
2026-2027	2,154,372	72,906
	<u>\$ 7,145,912</u>	<u>\$ 656,186</u>

Capital Appreciation Bonds

A portion of the bonds sold in the Series 2012 bond issues were capital appreciation bonds commonly referred to as “premium compound interest bonds.” The District annually records the appreciation of the bond principal for the accreted value of the bonds through maturity of the issue. The interest of these bonds series will be paid upon maturity. The following table summarizes the significant features of the individual bonds, by issue:

Series	Accreted Value	Original Bond Principal	Accreted Interest	Maturity Value	Maturity Dates
2012 Refunding	<u>\$ 1,373,190</u>	<u>\$ 40,000</u>	<u>\$ 1,333,190</u>	<u>\$ 1,545,000</u>	2026 and 2027

Prior Years’ Refunding of Long-Term Debt

In prior years, the District defeased certain general obligation debt by placing the proceeds of the new bonds in an irrevocable trust to provide for all future debt service payments on the refunded debt. Accordingly, the trust account assets and the liability for the defeased debt are not included in the District’s financial statements. At June 30, 2020, there are no defeased bonds outstanding.

Deferred charge on refunding

The balance of deferred charge on refunding at June 30, 2020 was \$4,368,225 and is presented as a deferred outflow of resources in the Statement of Net Position:

	Balance July 01, 2019	Deferred Charge on New Issues	Recognized Amortization	Balance June 30, 2020
Deferred charge on refunding	<u>\$ 4,436,277</u>	<u>\$ -</u>	<u>\$ 68,052</u>	<u>\$ 4,368,225</u>

Note 8 - Revenues from Local, Intermediate, and Out-of-State Sources

During the current year, revenues from local and intermediate sources consisted of the following:

	General Fund	Debt Service	Nonmajor Governmental Funds	Total
Property Taxes	\$ 104,890,287	\$ 31,903,135	\$ -	\$ 136,793,422
Foreign Trade Zone Revenue	1,187,960	-	-	1,187,960
Chapter 313 Agreement Revenue	7,632,000	-	-	7,632,000
Campus Activity	-	-	275,824	275,824
Food Service Activity	-	-	541,180	541,180
Extracurricular Activities	229,526	-	-	229,526
Investment Income	1,316,875	156,451	-	1,473,326
Local Grants	-	-	1,843,785	1,843,785
Rent	63,004	-	-	63,004
Other	614,822	-	-	614,822
	<u>\$ 115,934,474</u>	<u>\$ 32,059,586</u>	<u>\$ 2,660,789</u>	<u>\$ 150,654,849</u>

Note 9 - General Fund Federal Revenues

For the fiscal year ended June 30, 2020, the General Fund reports the following federal revenues:

Program or Source	CFDA #	Amount
SHARS	N/A	\$ 1,615,596
FEMA Aid	97.036	62,596
Build America Bonds - Federal Interest Subsidy	N/A	1,086,440
Navy JROTC	12.000	157,663
Indirect Costs:		
ESEA, Title I, Part A	84.010A	424,323
IDEA-B Formula	84.027A	202,911
SSA - IDEA - Part B, Discretionary	84.027A	6,216
IDEA-B Preschool	84.173A	7,885
Carl D. Perkins Basic Grant	84.048A	9,966
Title III , Part A, LEP	84.365A	9,501
Title II, Part A, Supporting Effective Educator	84.367A	47,361
Title IV Part A Subpart 1	84.424A	29,502
CARES Act, Section 18003 - Elementary and Secondary		
School Emergency Relief Fund (ESSER) Grant (COVID-19)	84.425D	165,945
		<u>\$ 3,825,905</u>

Note 10 - Operating Leases

The District has entered into a number of operating leases for copiers, postage meters, and computers which contain cancellation provisions and are subject to annual appropriations. Rental expenditures for the year ended June 30, 2020 amounted to \$1,286,848. These leases primarily support governmental activities.

Future minimum lease payments are as follows:

Year	Amount
2021	\$ 1,019,298
2022	1,016,716
2023	1,011,554
	<u>\$ 3,047,568</u>

Note 11 - Defined Benefit Pension Plan

A. Plan Description

The District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). It is a defined benefit pension plan established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

B. Pension Plan Fiduciary Net Position

Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the internet at <https://trs.texas.gov/TRS%20Documents/cafr2019.pdf>, selecting About TRS then Publications then *Financial Reports* or by writing at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

C. Benefits Provided

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic post-employment benefit changes, including automatic COLAs. Ad hoc post-employment benefit changes, including ad hoc COLAs, can be granted by the Texas Legislature as noted in the Plan description in (A) above.

Note 11 - Defined Benefit Pension Plan (continued)

C. Benefits Provided (continued)

In May 2019, the 86th Texas legislature approved the TRS Pension Reform Bill (SB12) that provides for gradual contribution increases from the state, participating employers and active employees to make the pension fund actuarially sound. These increases immediately made the pension fund actuarially sound and the legislature approved funding for a 13th check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

D. Contributions

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year. Texas Government Code section 821.006 prohibits benefit improvements if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years or if the amortization period already exceeds 31 years, the period would be increased by such action.

Employee contribution rates are set in state statute, Texas Government Code 825.402. Senate Bill 1458 of the 83rd Texas Legislature amended Texas Government Code 825.402 for member contributions and established employee contribution rates for fiscal years 2014 thru 2017. The 85th Texas Legislature, General Appropriations Act (GAA) affirmed that the employer contribution rates for fiscal years 2018 and 2019 would remain the same. The 86th Texas Legislature, May 2019, established the rates for 2020 and 2021.

	Contribution Rates	
	Plan Fiscal Year	
	2019	2020
Member	7.70%	7.70%
Non-Employer Contributing Entity	6.80%	7.50%
Employers	6.80%	7.50%

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools, and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA). Contributions and pension expense for all contributors were as follows:

	Measurement Year (2019)		Fiscal Year (2020)
	Contributions Required and Made	Pension Expense	TRS Contributions
Member (Employee)	\$ 7,571,310	\$ -	\$ 8,002,970
Non-employer contributing agency (State)	4,860,660	11,340,450	5,624,101
District	3,160,014	9,839,158	3,648,946

Note 11 - Defined Benefit Pension Plan (continued)

D. Contributions (continued)

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate, times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year, reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities, or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.

In addition to the employer contributions listed above, there are two additional surcharges an employer is subject to.

- When employing a retiree of the Teacher Retirement System the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.
- When a school district or charter school does not contribute to the Federal Old-Age, Survivors and Disability Insurance (OASDI) Program for certain employees, they must contribute 1.5% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

E. Actuarial Assumptions

The total pension liability in the August 31, 2018 actuarial valuation rolled forward to August 31, 2019 was determined using the following actuarial assumptions:

Valuation Date	August 31, 2018 rolled forward to August 31, 2019
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Market Value
Single Discount Rate	7.25%
Long-term expected Investment Rate of Return	7.25%
Municipal Bond Rate	2.63%*
Last year ending August 31 in Projection Period (100 years)	2116
Inflation	2.30%
Salary Increases including inflation	3.05% to 9.05%, including inflation
Ad hoc post-employment benefit changes	None

** Source for the rate is the Fixed Income Market Data/Yield Curve/Data Municipal Bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity Index's "20-Year Municipal GO AA Index."*

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2018. For a full description of these assumptions please see the actuarial valuation report dated November 9, 2018.

Note 11 - Defined Benefit Pension Plan (continued)

F. Discount Rate

A single discount rate of 7.25 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on pension plan investments of 7.25 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and those of the contributing employers and the non-employer contributing entity will be made at the rate set by the legislature during the 2019 legislative session. It is assumed that future employer and state contribution will be 8.50 percent of payroll in the fiscal year 2020 gradually increasing to 9.55 percent of payroll over the next several years. This includes all employer and state contribution for all active and rehired retirees. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefits payment of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Best estimates of arithmetic real rates of return for each major asset class included in the Systems target asset allocation as of August 31, 2019 are summarized below:

Asset Class	Target Allocation¹	New Target Allocation²	Long-term Expected Geometric Real Rate of Return³
Global Equity			
U.S.	18.00%	18.00%	6.40%
Non-U.S. Developed	13.00%	13.00%	6.30%
Emerging Markets	9.00%	9.00%	7.30%
Directional Hedge Funds	4.00%	0.00%	0.00%
Private Equity	13.00%	14.00%	8.40%
Stable Value			
U.S. Treasuries ⁴	11.00%	16.00%	3.10%
Stable Value Hedge Funds	4.00%	5.00%	4.50%
Absolute Return (Including Credit Sensitive Investments)	0.00%	0.00%	0.00%
Real Return			
Global Inflation Linked Bonds	3.00%	0.00%	0.00%
Real Estate	14.00%	15.00%	8.00%
Energy, Natural Resources and Infrastructure	5.00%	6.00%	7.30%
Commodities	0.00%	0.00%	1.00%
Risk Parity	0.00%	0.00%	0.00%
Risk Parity	5.00%	8.00%	5.8%/6.5% ⁵
Asset Allocation Leverage Cash	1.00%	2.00%	2.50%
Asset Allocation Leverage	0.00%	-6.00%	2.70%
Expected Return			7.23%
Total	100.00%		

¹ Target allocations based on the Strategic Asset Allocation dated 10/1/2018

² New target allocation based on the Strategic Asset Allocation dated 10/1/2019

³ 10-Year annualized geometric nominal returns include the real rate of return and inflation of 2.1%

⁴ New Target Allocation groups Government Bonds within the stable value allocation. This includes global

⁵ 5.8%/(6.5%) return expectation corresponds to Risk Parity with a 10% (12%) target volatility

Note 11 - Defined Benefit Pension Plan (continued)

G. Discount Rate Sensitivity Analysis

The following schedule shows the impact of the Net Pension Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (7.25%) in measuring the Net Pension Liability.

	1% Decrease	Current	1% Increase
	6.250%	Discount Rate	8.250%
		7.250%	
District's proportional share of the net pension liability	\$ 72,141,192	\$ 46,931,929	\$ 26,507,559

H. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2020, the District reported a liability of \$46,931,929 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportion of the net pension liability	0.0903%
District's proportionate share of the net pension liability	\$ 46,931,929
State's proportionate share of the net pension liability associated with the District	72,192,659
Total	<u>\$ 119,124,588</u>

The net pension liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on the District's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2018 through August 31, 2019.

At August 31, 2019, the employer's proportion of the collective net pension liability was 0.0903% which was an increase from its proportion measured as of August 31, 2018 of 0.0882%.

Changes Since the Prior Actuarial Valuation

The following were changes to the actuarial assumptions or other inputs that affected measurement of the total pension liability since the prior measurement period.

- The single discount as of August 31, 2018 was a single blended rate 6.907 percent and that has changed to the long-term rate of return of 7.25 percent as of August 31, 2019.
- With the enactment of SB 3 by the 2019 Texas legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected based on the actuarial assumptions.
- The Texas legislature approved funding for a 13th check. All eligible members retired as of December 31, 2018 will receive an extra annuity check in September 2019 in either the matching amount of their monthly annuity payment or \$2,000, whichever is less.

Note 11 - Defined Benefit Pension Plan (continued)

H. Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions (continued)

For the fiscal year ended June 30, 2020, the District recognized pension expense of \$9,839,158. The District also recognized an additional on-behalf revenue and expense of \$11,340,450 representing support provided by the State.

At June 30, 2020, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 197,156	\$ (1,629,551)
Changes in actuarial assumptions	14,560,589	(6,017,124)
Net difference between projected and actual earnings on pension plan investments	471,251	-
Changes in proportion and differences between District contributions and proportionate share of contributions	5,662,513	(2,064,533)
District contributions subsequent to the measurement date	3,174,167	-
Total	<u>\$ 24,065,676</u>	<u>\$ (9,711,208)</u>

Deferred outflows of resources resulting from District contributions subsequent to the measurement date in the amount of \$3,174,167 will be recognized as a reduction of the net pension liability in the year ending June 30, 2021. The net amounts of the District's balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Year ending June 30	Amount
2021	\$ 2,920,419
2022	2,407,639
2023	3,124,623
2024	2,508,220
2025	606,485
Thereafter	(387,085)
	<u>\$ 11,180,301</u>

Note 12 - Defined Other Post-Employment Benefit Plans

A. Plan Description

The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The plan is administered through a trust by the Teacher Retirement System of Texas (TRS) Board of Trustees. It is established and administered in accordance with the Texas Insurance Code, Chapter 1575.

B. OPEB Plan Fiduciary Net Position

Detail information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the internet at <https://trs.texas.gov/TRS%20Documents/cafr2019.pdf>, selecting About TRS then Publications then *Financial Reports* or by writing at 1000 Red River Street, Austin, TX, 78701-2698; or by calling (512) 542-6592.

C. Benefits Provided

TRS-Care provides a basic health insurance coverage at no cost to all retirees from public schools, charter schools, regional service centers, and other educational districts who are members of the TRS pension system. Eligible non-Medicare retirees and their dependents may pay premiums to participate in the high-deductible health plans. Eligible Medicare retirees and their dependents may pay premiums to participate in the Medicare Advantage health plans. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. For more information on TRS-Care eligibility and detailed information on TRS-Care, please refer to the Benefits section.

The General Appropriations Act passed by the 86th Legislature included funding to maintain TRS Care premiums at their current level through 2021. The 86th legislature also passed SB 1682 which requires TRS to establish a contingency reserve in the TRS-Care fund equal to 60 days of expenditures.

The premium rates for the optional health insurance are based on years of service of the member. The schedule below shows the monthly rates for a retiree with and without Medicare coverage.

The premium rates for the optional health insurance are based on years of service of the member. The schedule below shows the monthly rates for a retiree with and without Medicare coverage.

TRS-Care Plan Premium Rates			
	Medicare		Non-Medicare
Retiree or Surviving Spouse	\$	135	\$ 200
Retiree and Spouse		529	689
Retiree or Surviving Spouse and Children		468	408
Retiree and Family		1,020	999

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

D. Contributions

Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate which is 0.75% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

	Contribution Rates	
	2020	2019
Active Employee	0.65%	0.65%
Non-Employer Contributing Entity (State)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/Private Funding remitted by Employers	1.25%	1.25%

	Measurement Year (2019)		Fiscal Year June 30, 2020
	Contributions	OPEB Expense	Contributions
Member (Employee)	\$ 639,138	\$ -	\$ 675,578
Non-employer contributing agency (State)	1,281,926	2,251,430	1,189,971
District	964,800	2,409,967	1,029,189

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to (*regardless of whether or not they participate in the TRS Care OPEB program*). When hiring a TRS retiree, employers are required to pay TRS Care, a monthly surcharge of \$535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of \$73.6 million in fiscal year 2019.

In addition, \$230,756,971 was transferred to TRS to pay for Care during the 86th Legislative Session, House Bill 1. GASB Statement No. 85 requires that an on-behalf payment is recorded for the districts proportionate share. The proportionate share was determined using the GASB Statement No. 75 TRS-Care proportionate share allocation. For the year ended June 30, 2020, the District recorded an expenditure for their proportionate share of the funds along with the corresponding revenue of \$313,692.

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

E. Actuarial Assumptions

The total OPEB liability in the August 31, 2018 was rolled forward to August 31, 2019. The actuarial valuation was determined using the following actuarial assumptions:

Valuation date	August 31, 2018, rolled forward to August 31, 2019
Actuarial Cost method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	2.63% as of August 31, 2019
Aging factors	Based on plan specific experience
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age-adjusted claims costs.
Payroll growth rate	2.50%
Salary increases	3.05% to 9.05%, including inflation
Healthcare trend rates	Initial medical trend rates were 10.25% for Medicare retirees and 7.50% for non-Medicare retirees. Initial prescription drug trend rate of 10.25% for all retirees. The initial trend rates decrease to an ultimate trend rate of 4.50% over a period of 13 years.
Election rates	Normal Retirement: 65% participation prior to age 65 and 50% after age 65. 25% of pre-65 retirees are assumed to discontinue coverage at age 65
Ad hoc post-employment benefit changes	None

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. All of the demographic assumptions, including rates of retirement, termination, and disability, and most of the economic assumptions, including general inflation and salary increases, used in the OPEB valuation were identical to those used in the respective TRS pension valuation. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions used for members of TRS are identical to the assumptions employed in the August 31, 2019 TRS annual pension actuarial valuation: (a) Rates of Mortality, (b) Rates of Retirement, (c) Rates of Termination, (d) Rates of Disability, (e) General Inflation, (f) Wage Inflation, and (g) Salary Increases.

The active mortality rates were based on 90 percent of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the most recently published scale (U-MP).

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

F. Discount Rate

A single discount rate of 2.63% was used to measure the total OPEB liability. There was a decrease of 1.06% in the discount rate since the previous year. Because the plan is essentially a “pay-as-you-go” plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the non-employer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan’s fiduciary net position was projected to *not be able to* make all future benefit payments of current plan members. Therefore, the municipal bond rate was applied to all periods of projected benefit payments to determine the total OPEB liability.

G. Discount Rate Sensitivity Analysis

Discount Rate - The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (2.63%) in measuring the Net OPEB Liability.

	Discount Rate		
	1% Decrease (1.63%)	Current Rate (2.63%)	1% Increase (3.63%)
District's proportionate share of the Net OPEB Liability:	\$ 77,616,056	\$ 64,287,844	\$ 53,861,172

H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs

At June 30, 2020, the District reported a liability of \$64,287,844 for its proportionate share of the TRS’s Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District. The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's proportionate share of the collective net OPEB liability	\$ 64,287,844
State's proportionate share that is associated with District	85,424,165
Total	<u>\$ 149,712,009</u>

The Net OPEB Liability was measured as of August 31, 2018 and rolled forward to August 31, 2019 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The District’s proportion of the Net OPEB Liability was based on the District’s contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2018 through August 31, 2019.

At August 31, 2019 the District’s proportion of the collective Net OPEB Liability was 0.13594% which was an increase of 0.00054% from its proportion measured as of August 31, 2018.

The following schedule shows the impact of the Net OPEB Liability if a healthcare trend rate that is 1% less than and 1% greater than the assumed healthcare cost trend rate:

	Healthcare Cost Trend		
	1% Decrease	Current	1% Increase
District's proportionate share of the Net OPEB Liability:	\$ 52,443,768	\$ 64,287,844	\$ 80,153,467

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs (continued)

Changes Since the Prior Actuarial Valuation

The following assumptions, methods and plan changes which are specific to TRS-Care were updated from the prior year's report:

- The discount rate changed from 3.69 percent as of August 31, 2018 to 2.63 percent, as of August 31, 2019. This change increased the Total OPEB Liability (TOL).
- The health care trend rates were reset to better reflect the plan's anticipated experience. This change increased the TOL.
- The participation rate for pre-65 retirees was lowered from 70 percent to 65 percent. The participation rate for post-65 retirees was lowered from 75 percent to 50 percent. 25 percent of pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation, these changes decreased TOL.
- The percentage of retirees who are assumed to have two-person coverage was lowered from 20 percent to 15 percent. In addition, the participation assumption for the surviving spouses of employees that die while actively employed was lowered from 20 percent to 10 percent. These changes decreased the TOL.
- Change of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

For the fiscal year ended June 30, 2020, the District recognized OPEB expense of \$2,409,967 and an additional on-behalf expense and revenue of \$2,251,430 for support provided by the State.

At June 30, 2020, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	\$ 3,153,865	\$ (10,520,024)
Changes in actuarial assumptions	3,570,688	(17,291,852)
Net difference between projected and actual investment earnings	6,936	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	4,722,566	-
Contributions paid to TRS subsequent to the measurement date	820,624	-
Total	<u>\$ 12,274,679</u>	<u>\$ (27,811,876)</u>

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs (continued)

The \$820,624 reported as deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2021. The net amounts of the District's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ending June 30	OPEB Expense Amount
2021	\$ (2,881,843)
2022	(2,881,843)
2023	(2,884,088)
2024	(2,885,372)
2025	(2,885,020)
Thereafter	(1,939,655)
	<u>\$ (16,357,821)</u>

I. Medicare Part D

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended June 30, 2020, 2019, and 2018, the subsidy payments received by TRS-Care on-behalf of the District were \$504,576, \$378,050, and \$318,050, respectively. The information for the year ended June 30, 2020 is an estimate provided by the Teacher Retirement System. These payments are recorded as equal revenues and expenditures in the governmental funds financial statements of the District.

Note 13 - Risk Management

Property/Liability

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The District's risk management program encompasses various means of protecting the District against loss by obtaining property, casualty, and liability coverage through commercial insurance carriers, and from participation in a risk pool. The District's participation in the risk pool is limited to payment of premiums.

Note 13 - Risk Management (continued)

Health Insurance

The Board of Trustees approved the district's participation in the TRS (Texas Retirement System) Active Care Health Insurance Program as sponsored by the Teacher Retirement System of Texas. This is a premium-based plan; payments are made on a monthly basis for all covered employees.

Workers' Compensation

The District also provides workers' compensation to its employees through a self-insured plan which is accounted for in the Internal Service Fund. The Internal Service Fund charges the General Fund and other funds for premiums for the District's contribution. The District has an excess workers' compensation insurance policy that takes over after the District reaches its \$400,000 self-insured retention level and covers the District up to the statutory required limit. The District established the self-insurance plan for workers' compensation benefits as authorized by Section 504.011 of the Labor Code.

The costs associated with these self-insurance plans are reported as interfund transactions to the extent of amounts determined by the third-party administrators. Accordingly, they are treated as operating revenues of the Internal Service Funds and operating expenditures of the governmental and proprietary funds.

Estimates of claims payable and of claims incurred but not reported at June 30, 2020, are reflected as accrued expenses of the Fund. The liabilities include an amount for claims that have been incurred but were not reported until after June 30, 2020. Liability for claims is reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated. Because actual claims liabilities depend on such complex factors as inflation, changes in legal doctrines and damage awards, the process used in computing the liabilities is an estimate. Claims liabilities are reevaluated periodically to take into consideration recently settled claims, the frequency of claims and other economic and social factors.

Changes in the balances of claims liabilities are as follows:

Fiscal Year	Beginning of Year Accrual	Current Year Estimates	Claims Payments	End of Year Accrual
June 30, 2020	\$ 1,770,672	\$ 737,976	\$ 805,623	\$ 1,703,025
June 30, 2019	2,116,060	615,831	961,219	1,770,672
June 30, 2018	2,574,827	616,734	1,075,501	2,116,060

Note 14 - Shared Service Arrangements

The District is fiscal agent for a Shared Service Arrangement (“SSA”), which provides services to the member districts listed below. All services are provided by the fiscal agents. The member districts provide the funds to the fiscal agents. According to guidance provided in TEA’s Resource Guide, the District has accounted for the fiscal agent’s activities of the SSA in the appropriate Special Revenue Funds and has accounted for these funds using Model 2 in the SSA section of the Resource Guide. Expenditures of the SSA are summarized below:

	Local Services for the Deaf
Beaumont ISD	\$ 368,042
Bridge City ISD	22,194
Bob Hope School	5,031
Buna ISD	35,753
East Chambers ISD	5,548
Hardin-Jefferson ISD	52,398
Little-Cypress Mauriceville CISD	33,290
Lumberton ISD	45,619
Nederland ISD	16,645
Newton ISD	8,938
Orangefield ISD	22,194
Port Arthur ISD	166,438
Port-Neches Groves ISD	40,070
Silsbee ISD	8,323
Spurger ISD	2,775
Vidor ISD	141,782
West Orange Cove CISD	53,630
Woodville ISD	23,425
	\$ 1,052,095

Note 15 - Contingent Liabilities

Amounts received or receivable from grant agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the District expects such amounts, if any, to be immaterial.

The District is a defendant in various lawsuit arising in the normal course of operations. Although the outcome of these lawsuits is not presently determinable, in the opinion of management and the District's counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the District.

Note 16 - Arbitrage

In accordance with the provisions of Section 148(f) of the Internal Revenue Code of 1986, as amended, bonds must satisfy certain arbitrage rebate requirements. Positive arbitrage is the excess of (1) the amount earned on investments purchased with bond proceeds over (2) the amount that such investments would have earned had such investments been invested at a rate equal to the yield on the bond issue. In order to comply with the arbitrage rebate requirements, positive arbitrage must be paid to the U.S. Treasury at the end of each five-year anniversary date of the bond issue. The District has estimated that it has no arbitrage liability as of June 30, 2020.

Note 17 - Tax Abatements

Currently, the District has seven (7) active Chapter 313 Agreements with several corporations for Limitation On Appraised Value of Property for School District Maintenance and Operations Taxes pursuant to the Chapter 313 of the Texas Tax Code, i.e., the Texas Economic Development Act, as set forth in Chapter 313 of the Texas Tax Code, as amended.

Value limitation agreements are a part of a state program, originally created in 2001 which allows school districts to limit the taxable value of an approved project for Maintenance and Operations (M&O) for a period of years specified in statute. The project(s) under the Chapter 313 agreement must be consistent with the state's goal to "encourage large scale capital investments in this state." Chapter 313 of the Tax Code grants eligibility to companies engaged in manufacturing, research and development, renewable electric energy production, clean coal projects, nuclear power generation and data centers.

In order to qualify for a value limitation agreement, each applicant has been required to meet a series of capital investment, job creation, and wage requirements specified by state law. At the time of the application's approval, the agreement was found to have done so by both the District's Board of trustees and the Texas Comptroller's Office, which recommended approval of the project. The application, the agreements and state reporting requirement documentation can be viewed at the Texas Comptroller's website: <https://www.comptroller.texas.gov/economy/local/ch313/agreement-docs.php>. The agreement and all supporting documentation was assigned Texas Comptroller Application number.

The following Chapter 313 Agreements are in effect:

Lucille International, Inc. (Application No. 211) first year's value limitation was tax year 2015. The net benefit to the District is \$37,831 for fiscal year June 30, 2020. The project value's value limitation is \$30,000,000, with a total project value of \$54,200,400. The applicant's M&O taxes have been reduced by \$214,377.

OCI Beaumont (Application No. 219) first year's value limitation was tax year 2015. The value limitation for the current year was \$30,000,000, with a total project value of \$143,921,500. The applicant's M&O taxes were reduced by \$1,129,120. However, the net benefit to the District was \$211,206.

Natgasoline LLC's (Application No. 311) first year's value limitation was tax year 2017. The net benefit to the District is \$4,160,601 for fiscal year June 30, 2020. The project value's value limitation is \$30,000,000, with a total project value of \$1,236,717,100. The applicant's M&O taxes have been reduced by \$7,638,403.

BASF Corporation (Application No. 375) first year's value limitation was tax year 2017. The net benefit to the District is \$135,568 for fiscal year June 30, 2020. The project value's value limitation is \$30,000,000, with a total project value of \$107,644,800. The applicant's M&O taxes have been reduced by \$617,587.

Exxon (Application No. 1118) first year's value limitation was fiscal year 2020. The net benefit to the District is \$3,298,000 for fiscal year June 30, 2020. The project value's value limitation is \$30,000,000, with a total project value of \$370,000,000. However, there was no reduction in taxes or benefit/loss during fiscal year 2020.

Exxon (Application No. 1119) first year's value limitation will be fiscal year 2021. There was no current year value limitation, reduction in taxes or benefit/loss.

Exxon (Application No. 1163) first year's value limitation will be fiscal year 2023. There was no current year value limitation, reduction in taxes or benefit/loss.

Note 18 - Subsequent Events

Texas Education Agency's Response to COVID-19

On January 31, 2020, the Secretary of the United States Health and Human Services Department declared a public health emergency for the United States and on March 13, 2020, the President of the United States declared the outbreak of COVID-19 in the United States a national emergency. On March 13, 2020, the Governor of Texas (the "Governor") declared a state of disaster for all counties in Texas in response to the COVID-19, which disaster declaration he has subsequently extended. In addition, certain local officials, including the County Judge of Jefferson County, also declared a local state of disaster.

TEA will institute the ADA hold harmless for the first two six-week attendance reporting periods as follows: if an LEA's Refined ADA counts during those first two six-week reporting periods are less than the ADA hold harmless projections (described in the paragraph below), the first two six-week attendance reporting periods for 2020–2021 will be excluded from the calculation of ADA and student FTEs for FSP funding purposes and will be replaced with the ADA hold harmless projections. For purposes of the hold harmless calculation, TEA will not consider each six weeks attendance period independent of each other. TEA will replace attendance numbers for each eligible LEA's 2020-2021 first two six-week attendance periods with projected ADA and student FTE numbers calculating using a three-year average trend of final numbers from the 2017-2018 through the 2019-2020 school years, unless this projection is both 15% higher and 100 ADA higher than the 2020-2021 LPE projections. In the latter case, 2020-2021 LPE counts will be used.

TEA will make available an ADA hold harmless for the third six weeks attendance reporting period, on the condition that LEAs allow on-campus instruction throughout the entire third six weeks period, as further described below. The ADA hold harmless methodology will be identical to the methodology used for the first two six weeks attendance reporting periods, except that the third six weeks will be examined independent of the first two six weeks attendance reporting periods. Specifically, if an LEA's refined ADA counts during the third six weeks attendance reporting period is less than the ADA hold harmless projections (described in the prior question and available online), the third six-weeks attendance reporting period for 2020–2021 will be excluded from the calculation of ADA and student FTEs for FSP funding purposes and will be replaced with the ADA hold harmless projections. As noted above, this ADA hold harmless methodology will only apply to attendance-based counts and will not apply to enrollment-based FSP allotments such as the state compensatory education allotment and the dyslexia allotment.

The full extent of the ongoing impact of COVID-19 on the District's 2020-21 fiscal year and longer-term operational and financial performance will depend on future developments, many of which are outside of its control, including the effectiveness of the mitigation strategies related to COVID-19, the duration and spread of COVID-19, and future governmental actions, all of which are highly uncertain and cannot be predicted.

Jefferson County Appraisal Review Board (ARB) Determination

In November 2020, Jefferson County ARB took an action to grant Air Liquide's Tax Code § 25.25 value appeals for 2017 and 2018. In accordance with the previously executed payment agreement between Beaumont ISD and Air Liquide, Air Liquide will be due a refund of taxes for 2017 and 2018 tax years in the amount of approximately \$1.9 million. The reduced M&O tax collections will also result in additional state aid to the District. This amount will be paid to Air Liquide only upon recognition of modified property value study findings by Texas Comptroller and Texas Education Agency.



REQUIRED SUPPLEMENTARY INFORMATION



BEAUMONT INDEPENDENT SCHOOL DISTRICT
BUDGETARY COMPARISON SCHEDULE
GENERAL FUND
For Fiscal Year Ended June 30, 2020

Exhibit G-1

Data Control Codes	Budgeted Amounts		Actual Amounts, Budgetary Basis	Variance with Final Budget - Positive (Negative)	
	Original	Final			
Revenues					
5700	Local revenues	\$ 106,653,717	\$ 115,397,673	\$ 115,934,474	\$ 536,801
5800	State program revenues	52,179,631	51,376,898	46,111,933	(5,264,965)
5900	Federal program revenues	3,655,285	3,655,285	3,825,905	170,620
5020	Total revenues	162,488,633	170,429,856	165,872,312	(4,557,544)
Expenditures					
Current:					
0011	Instruction	87,384,760	89,031,934	82,021,320	7,010,614
0012	Instruction resources and media services	1,389,921	1,847,527	1,373,645	473,882
0013	Curriculum and instructional staff development	473,597	656,508	391,947	264,561
0021	Instructional leadership	3,612,895	3,919,317	3,571,383	347,934
0023	School leadership	10,242,309	11,168,782	10,358,320	810,462
0031	Guidance, counseling and evaluation services	5,485,111	5,668,766	5,302,340	366,426
0032	Social work services	394,368	394,368	258,642	135,726
0033	Health services	2,093,793	2,075,760	1,998,825	76,935
0034	Student transportation	5,694,904	6,715,673	4,991,284	1,724,389
0036	Extracurricular activities	5,384,991	5,708,351	5,240,659	467,692
0041	General administration	7,492,094	7,607,223	6,387,865	1,219,358
0051	Facilities maintenance and operations	23,736,416	43,752,969	38,691,649	5,061,320
0052	Security and monitoring services	2,754,719	3,409,062	3,414,003	(4,941)
0053	Data processing services	2,980,479	3,880,479	3,229,528	650,951
0061	Community services	163,936	160,581	83,148	77,433
Debt Service:					
0071	Principal on long-term debt	933,693	950,645	933,692	16,953
0072	Interest on long-term debt	181,272	164,320	181,272	(16,952)
Capital Outlay:					
0081	Facilities acquisition and construction	125,075	3,826,301	3,213,506	612,795
Intergovernmental:					
0093	Payments to Fiscal Agent/Member Districts of SSA	339,300	347,300	346,988	312
0095	Payments to Juvenile Justice Alt. Ed. Prgm.	150,000	150,000	150,000	-
0099	Other Intergovernmental Charges	1,500,000	1,500,000	1,353,463	146,537
6030	Total Expenditures	162,513,633	192,935,866	173,493,479	19,442,387
1100	Excess (deficiency) of revenues over expenditures	(25,000)	(22,506,010)	(7,621,167)	14,884,843
Other Financing Sources (Uses)					
7912	Sale of property	25,000	2,369,308	2,408,862	39,554
7080	Total other financing sources and uses	25,000	2,369,308	2,408,862	39,554
Special Item					
7918	Special items (insurance recoveries)	-	12,700,099	12,740,739	40,640
8080	Total special items	-	12,700,099	12,740,739	40,640
1200	Net change in fund balances	-	(7,436,603)	7,528,434	14,965,037
0100	Fund balances - beginning	56,194,720	56,194,720	56,194,720	-
3000	Fund balances - ending	\$ 56,194,720	\$ 48,758,117	\$ 63,723,154	\$ 14,965,037

BEAUMONT INDEPENDENT SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY SCHEDULE
BUDGETARY COMPARISON SCHEDULE

Exhibit G-2

A. Budgets and Budgetary Accounting

The District adopts annual appropriations type budgets for the General Fund, Child Nutrition Program Special Revenue Fund, and the Debt Service Fund using the same method of accounting as for financial reporting, as required by law. The remaining Special Revenue Funds (primarily federal grant programs) utilize a managerial type budget approved at the fund level by the Board of Trustees upon acceptance of the grants. These grants are subject to federal, state and locally imposed project length budgets and monitoring through submission of reimbursement reports. The General Fund Budget report is presented on Exhibit G-1, the Child Nutrition Program Special Revenue fund budget report and the Debt Service Fund budget report appear on Exhibit J-2 and J-3, respectively.

Expenditures may not legally exceed budgeted appropriations at the function or activity level. Expenditure requests which would require an increase in total budgeted appropriations must be approved by the Trustees through formal budget amendment. State law prohibits trustees from making budget appropriations in excess of funds available and estimated revenues. State law also prohibits amendment of the budget after fiscal year end. Supplemental appropriations were made to the General Fund during the fiscal year ended June 30, 2020, the Board of Trustees approved budget amendments to decrease or supplement appropriations as follows:

	<u>General Fund</u>	<u>Child Nutrition Program</u>	<u>Debt Service</u>
Amendments Approved	\$ 30,422,233	\$ 1,175,537	\$ -

The amendments approved for the General Fund other than those to transfer funds between functions were to carry forward purchase orders from the prior fiscal year. In addition, amendments were approved to record an increase in revenues from the sale of properties, increase in revenue from Chapter 313 payments, and insurance recovery payments received. Amendments were also approved to reflect a decrease in state revenue from a decrease in students, decrease in revenue due to fund reallocations, and decrease in state funding as a result of the Emergency and Secondary School Emergency Relief Fund (ESSER) grant funds for COVID-19. The Board approved to increase the budget for Tropical Storm Imelda recovery expenses, to reflect the increase in insurance premiums, and to increase maintenance and operations and transportation budgets for newly approved projects.

The administrative level at which responsibility for control of budgeted appropriations begins is at the organizational level within each function of operations. The finance department reviews closely the expenditure requests submitted by the various organizational heads (principal and department heads) throughout the year to ensure proper spending compliance. No public funds of the District shall be expended in any manner other than as provided for in the budget adopted by the Board of Trustees. The official school budget was prepared for adoption for budgeted governmental fund types by **June 30, 2019**. The budget was formally adopted by the Board of Trustees at a duly advertised public meeting prior to the expenditure of funds. The final amended budget is filed with the Texas Education Agency (TEA) through inclusion in the annual financial and compliance report.

B. Expenditures in Excess of Appropriations

At the end of the current fiscal year, the District had the following expenditures in excess of appropriations for the legally adopted budgets:

	<u>General Fund</u>
Security and monitoring services	\$ 4,941

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF
THE NET PENSION LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
For the Last Six Measurement Years Ended August 31

Exhibit G-3

	2019	2018	2017
District's proportion of the net pension liability	0.09030%	0.08820%	0.09660%
District's proportionate share of the net pension liability	\$ 46,931,929	\$ 48,541,296	\$ 30,883,522
State's proportionate share of the net pension liability associated with the	72,192,659	82,093,947	51,387,432
Total	<u>\$ 119,124,588</u>	<u>\$ 130,635,243</u>	<u>\$ 82,270,954</u>
District's covered payroll (for Measurement Year)	\$ 98,328,720	\$ 97,745,584	\$ 101,644,863
District's proportionate share of the net pension liability as a percentage	47.73%	49.66%	30.38%
Plan fiduciary net position as a percentage of the total pension liability *	75.24%	73.74%	82.17%
Plan's net pension liability as a percentage of covered payroll *	114.93%	126.11%	75.93%
	2016	2015	2014
District's proportion of the net pension liability	0.08520%	0.07820%	0.05810%
District's proportionate share of the net pension liability	\$ 32,197,755	\$ 27,627,919	\$ 15,529,731
State's proportionate share of the net pension liability associated with the	65,439,366	62,807,388	68,127,998
Total	<u>\$ 97,637,121</u>	<u>\$ 90,435,307</u>	<u>\$ 83,657,729</u>
District's covered payroll (for Measurement Year)	\$ 98,619,316	\$ 93,463,819	\$ 115,538,311
District's proportionate share of the net pension liability as a percentage	32.65%	29.56%	13.44%
Plan fiduciary net position as a percentage of the total pension liability *	78.00%	78.43%	83.25%
Plan's net pension liability as a percentage of covered payroll *	92.75%	91.94%	72.89%
Plan's net pension liability as a percentage of covered payroll *			

The amounts presented are for each Plan year which ends the preceding

Note: Ten years of data should be presented in this schedule, but data is unavailable prior to 2014.

Net Pension Liability and related ratios will be presented prospectively as data becomes available

* Per Teacher Retirement System of Texas' Comprehensive Annual Financial Report.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT CONTRIBUTIONS
TEACHER RETIREMENT SYSTEM OF TEXAS
Last Six Fiscal Years Ended June 30

Exhibit G-4

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Contractually required contributions	\$ 3,648,946	\$ 2,670,678	\$ 2,951,597
Contributions in relation to the contractual required contributions	<u>3,648,946</u>	<u>2,670,678</u>	<u>2,951,597</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 103,934,656	\$ 98,273,936	\$ 98,549,158
Contributions as a percentage of covered payroll	3.51%	2.72%	3.00%

	<u>* 2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contributions	\$ 2,652,811	\$ 2,702,669	\$ 2,417,013
Contributions in relation to the contractual required contributions	<u>2,652,811</u>	<u>2,702,669</u>	<u>2,417,013</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 84,255,425	\$ 98,619,316	\$ 93,461,105
Contributions as a percentage of covered payroll	3.15%	2.74%	2.59%

During the fiscal year 2015, the District adopted GASB Statement No. 68 and 71.

* The District converted to a June 30th year-end during fiscal year 2017.

As such, 2017 only reflects ten months of contributions. Fiscal years 2016 and prior ended August 31st.

Changes of Assumptions

Assumptions, methods, and plan changes which are specific to the Pension Trust Fund were updated from the prior year's report. The net pension liability increased significantly since the prior measurement date due to a change in the following actuarial assumptions:

- The single discount as of August 31, 2018 was a single blended rate 6.907 percent and that has changed to the long-term rate of return of 7.25 percent as of August 31, 2019.
- With the enactment of SB 3 by the 2019 Texas legislature, an assumption has been made about how this would impact future salaries. It is assumed that eligible active members will each receive \$2,700 increase in fiscal year 2020. This is in addition to the salary increase expected based on the actuarial assumptions.

Changes in Benefit Terms

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

Other Information

Effective September 1, 2014, employers who did not contribute to Social Security for TRS-eligible employees were required to contribute an additional 1.5% of TRS-eligible compensation which nearly doubled the District's contributions into the Plan. Because the District's proportional share of the plan is determined by its proportional share of contributions, the District recognized a corresponding increase in its share of net pension liability.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF
THE NET OPEB LIABILITY
TEACHER RETIREMENT SYSTEM OF TEXAS
For the Last Three Measurement Years Ended August 31

Exhibit G-6

	<u>2019</u>	<u>2018</u>	<u>2017</u>
District's proportion of the net OPEB liability	0.13590%	0.13540%	0.12620%
District's proportionate share of the net OPEB liability	\$ 64,287,844	\$ 67,585,798	\$ 54,875,362
State's proportionate share of the net OPEB liability associated with the District	<u>85,424,165</u>	<u>81,680,446</u>	<u>78,005,031</u>
Total	<u>\$ 149,712,009</u>	<u>\$ 149,266,244</u>	<u>\$ 132,880,393</u>
District's covered payroll (for Measurement Year)	\$ 98,328,720	\$ 97,745,584	\$ 101,644,863
District's proportionate share of the net OPEB liability as a percentage of it's covered payroll	65.4%	69.1%	54.0%
Plan fiduciary net position as a percentage of the total OPEB liability *	2.66%	1.57%	0.91%
Plan's net OPEB liability as a percentage of covered payroll *	135.21%	146.64%	132.55%

The amounts presented for each Plan year which ends the preceding August 31 of the District's fiscal year.

Net OPEB liability is presented prospectively in accordance with GASB 75.

* Per Teacher Retirement System of Texas' comprehensive annual financial report.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT OPEB CONTRIBUTIONS
TEACHER RETIREMENT SYSTEM OF TEXAS
Last Three Fiscal Years Ended June 30

Exhibit G-7

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Contractually required contributions	\$ 1,029,189	\$ 908,872	\$ 945,863
Contributions in relation to the contractual required contributions	<u>1,029,189</u>	<u>908,872</u>	<u>945,863</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 103,934,656	\$ 98,273,936	\$ 98,549,158
Contributions as a percentage of covered payroll	0.99%	0.92%	0.96%

During the fiscal year 2018, the District adopted GASB Statement No. 75.

Changes of Assumptions

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability (TOL) since the prior measurement period:

- The discount rate changed from 3.69 percent as of August 31, 2018 to 2.63 percent, as of August 31, 2019. This change increased the Total OPEB Liability (TOL).
- The participation rate for pre-65 retirees was lowered from 70 percent to 65 percent. The participation rate for post-65 retirees was lowered from 75 percent to 50 percent. 25 percent of pre-65 retirees are assumed to discontinue their coverage at age 65. There was no lapse assumption in the prior valuation, these changes decreased TOL.
- The trend rates were reset to better reflect the plan's anticipated experience. This change increased TOL.
- The percentage of retirees who are assumed to have two-person coverage was lowered from 20 percent to 15 percent. In addition, the participation assumption for the surviving spouses of employees that die while actively employed was lowered from 20 percent to 10 percent. These changes decreased the TOL.

Changes in Benefit Terms

Effective January 1, 2018, only one health plan option will exist (instead of three), and all retirees will be required to contribute monthly premiums for coverage. The health plan changes triggered changes to several of the assumptions, including participation rates, retirement rates, and spousal participation rates. This change in plan benefits significantly lowered the OPEB liability and had an immediate effect on the OPEB expenses recognized by participating entities.

The 85th Legislature, Regular Session, passed the following statutory changes in House Bill 3976 which became effective on September 1, 2017:

- Created a high-deductible health plan that provides a zero cost for generic prescriptions for certain preventive drugs and provides a zero premium for disability retirees who retired as a disability retiree on or before January 1, 2017 and are not eligible to enroll in Medicare
- Created a single Medicare Advantage plan and Medicare prescription drug plan for all Medicare-eligible participants
- Allowed the System to provide other, appropriate health benefit plans to address the needs of enrollees eligible for Medicare.
- Allowed eligible retirees and their eligible dependents to enroll in TRS-Care when the retiree reaches 65 years of age, rather than waiting for the next enrollment period
- Eliminated free coverage under TRS-Care, except for certain disability retirees enrolled during Plan Years 2018 through 2021, requiring members to contribute \$200 per month toward their health insurance premiums

OTHER SUPPLEMENTARY INFORMATION

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 1 of 10

		205	211	224	225
Data Control Codes		Head Start	ESEA Title I, A - Improving Basic Ed.	IDEA B - Formula	IDEA B - Preschool
	Assets				
1110	Cash and temporary investments	\$ -	\$ -	\$ -	\$ -
	Receivables:				
1240	Receivables from other governments	645,615	2,788,989	1,430,176	15,653
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	58	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	\$ 645,615	\$ 2,788,989	\$ 1,430,234	\$ 15,653
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ 24,740	\$ 340,002	\$ 30,403	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	320,680	464,713	378,996	7,110
2170	Due to other funds	300,195	1,983,919	1,018,510	8,543
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	-	355	2,325	-
2000	Total Liabilities	645,615	2,788,989	1,430,234	15,653
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	-	-	-	-
4000	Total Liabilities and Fund Balance	\$ 645,615	\$ 2,788,989	\$ 1,430,234	\$ 15,653

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 2 of 10

		226	240	242	244
Data Control Codes		IDEA B - Discretionary	Child Nutrition	Summer Feeding Program	Vocational Ed. - Basic
Assets					
1110	Cash and temporary investments	\$ -	\$ 1,307,588	\$ -	\$ -
	Receivables:				
1240	Receivables from other governments	-	39	70,354	98,522
1260	Due from other funds	-	2,494,660	1,074,201	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	46,512	32,188	-
1000	Total Assets	\$ -	\$ 3,848,799	\$ 1,176,743	\$ 98,522
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ -	\$ 336,939	\$ 2,445	\$ 38,390
2150	Payroll deduction and withholdings payable	-	82,105	-	-
2160	Accrued wages payable	-	346,801	24,268	6,481
2170	Due to other funds	-	-	810,247	53,651
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	-	-	-	-
2000	Total Liabilities	-	765,845	836,960	98,522
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	3,082,954	339,783	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	-	3,082,954	339,783	-
4000	Total Liabilities and Fund Balance	\$ -	\$ 3,848,799	\$ 1,176,743	\$ 98,522

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 3 of 10

Data Control Codes		255	258	263	265
		ESEA Title II, A - Training and Recruiting	Public Charter School	ESEA Title III, A - English Lang. Acquisition	Title IV, Part B - 21st Century Community Learning Centers
	Assets				
1110	Cash and temporary investments	\$ -	\$ -	\$ -	\$ 130,639
	Receivables:				
1240	Receivables from other governments	89,203	484,860	38,831	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	<u>\$ 89,203</u>	<u>\$ 484,860</u>	<u>\$ 38,831</u>	<u>\$ 130,639</u>
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ 5,551	\$ 1,435	\$ 23,463	\$ 181
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	65,258	-	5,759	35,164
2170	Due to other funds	18,394	483,425	9,609	-
2180	Due to other governments	-	-	-	10,609
2300	Unearned revenues	-	-	-	84,685
2000	Total Liabilities	<u>89,203</u>	<u>484,860</u>	<u>38,831</u>	<u>130,639</u>
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities and Fund Balance	<u>\$ 89,203</u>	<u>\$ 484,860</u>	<u>\$ 38,831</u>	<u>\$ 130,639</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 4 of 10

		266	272	289	315
Data Control Codes		ESSER	Medicaid Administrative Claiming Program - MAC	Summer School LEP	SSA - IDEA - Part B, Discretionary
	Assets				
1110	Cash and temporary investments	\$ -	\$ 139,271	\$ -	\$ 865
	Receivables:				
1240	Receivables from other governments	1,371,331	-	182,145	14,621
1260	Due from other funds	-	219,367	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	<u>\$ 1,371,331</u>	<u>\$ 358,638</u>	<u>\$ 182,145</u>	<u>\$ 15,486</u>
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ -	\$ -	\$ 71,083	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	28,423	14,840
2170	Due to other funds	1,371,331	-	75,649	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	-	358,638	6,990	646
2000	Total Liabilities	<u>1,371,331</u>	<u>358,638</u>	<u>182,145</u>	<u>15,486</u>
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities and Fund Balance	<u>\$ 1,371,331</u>	<u>\$ 358,638</u>	<u>\$ 182,145</u>	<u>\$ 15,486</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 5 of 10

		397	410	414	423
Data Control Codes		Advanced Placement Incentive	Instructional Materials Allotment	Texas Reading, Math and Science Initiative	Barbara Bush Family Literacy
	Assets				
1110	Cash and temporary investments	\$ 276	\$ -	\$ -	\$ 468
	Receivables:				
1240	Receivables from other governments	-	1,550,393	32,492	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	\$ 276	\$ 1,550,393	\$ 32,492	\$ 468
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ -	\$ 1,269,654	\$ 2,144	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	936	-
2170	Due to other funds	-	269,828	29,412	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	276	10,911	-	468
2000	Total Liabilities	276	1,550,393	32,492	468
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	-	-	-	-
4000	Total Liabilities and Fund Balance	\$ 276	\$ 1,550,393	\$ 32,492	\$ 468

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 6 of 10

		429	435	446	461
Data Control Codes		Technology Lending Grant	SSA - Regional Day School for the Deaf State	State Local Funded Regional Day School Deaf - Local	Campus Activity Fund
	Assets				
1110	Cash and temporary investments	\$ 32,416	\$ -	\$ 122,640	\$ 655,935
	Receivables:				
1240	Receivables from other governments	1,401	162,475	-	-
1260	Due from other funds	-	-	-	2,854
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	\$ 33,817	\$ 162,475	\$ 122,640	\$ 658,789
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ 4,961	\$ 4,628	\$ 21,892	\$ 40,624
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	85,418	75,219	-
2170	Due to other funds	-	69,378	-	296,088
2180	Due to other governments	350	-	-	-
2300	Unearned revenues	28,506	-	25,529	-
2000	Total Liabilities	33,817	159,424	122,640	336,712
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	3,051	-	-
	Committed:				
3545	Other purposes	-	-	-	322,077
3000	Total Fund Balances	-	3,051	-	322,077
4000	Total Liabilities and Fund Balance	\$ 33,817	\$ 162,475	\$ 122,640	\$ 658,789

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 7 of 10

		481	483	484	485
Data Control Codes		BASF Foundation - Science	Natatorium Swim Program	Campus After School Program	Exxon-Mobil Future Leaders
	Assets				
1110	Cash and temporary investments	\$ 1,004	\$ 14,970	\$ 49,824	\$ 5,000
	Receivables:				
1240	Receivables from other governments	-	-	-	-
1260	Due from other funds	309	10,958	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	<u>\$ 1,313</u>	<u>\$ 25,928</u>	<u>\$ 49,824</u>	<u>\$ 5,000</u>
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ -	\$ -	\$ 23,992	\$ 1,500
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	-	-
2170	Due to other funds	-	-	-	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	1,313	25,928	25,832	3,500
2000	Total Liabilities	<u>1,313</u>	<u>25,928</u>	<u>49,824</u>	<u>5,000</u>
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities and Fund Balance	<u>\$ 1,313</u>	<u>\$ 25,928</u>	<u>\$ 49,824</u>	<u>\$ 5,000</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 8 of 10

		486	487	488	489
Data Control Codes		ExxonMobil - Project Boost	Exxon-Mobil Reading Initiative	Texas School Ready	Community Education Program
	Assets				
1110	Cash and temporary investments	\$ 2,144	\$ 99,350	\$ 4,421	\$ 8,846
	Receivables:				
1240	Receivables from other governments	-	-	-	-
1260	Due from other funds	-	20,648	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	<u>\$ 2,144</u>	<u>\$ 119,998</u>	<u>\$ 4,421</u>	<u>\$ 8,846</u>
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ -	\$ 4,089	\$ -	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	-	-
2170	Due to other funds	-	234	166	-
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	2,144	115,675	4,255	8,846
2000	Total Liabilities	<u>2,144</u>	<u>119,998</u>	<u>4,421</u>	<u>8,846</u>
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities and Fund Balance	<u>\$ 2,144</u>	<u>\$ 119,998</u>	<u>\$ 4,421</u>	<u>\$ 8,846</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 9 of 10

		490	491	492	493
Data Control Codes		GED Testing - Adult Education	Misc Grants	Thomas Center - Scoreboard	DaVinci Minds Grant
	Assets				
1110	Cash and temporary investments	\$ 30,550	\$ -	\$ 80,393	\$ -
	Receivables:				
1240	Receivables from other governments	-	-	-	-
1260	Due from other funds	3,112	339	-	2,457,054
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1000	Total Assets	\$ 33,662	\$ 339	\$ 80,393	\$ 2,457,054
	Liabilities and Fund Balances				
	Liabilities:				
2110	Accounts payable	\$ -	\$ -	\$ 895	\$ -
2150	Payroll deduction and withholdings payable	-	-	-	-
2160	Accrued wages payable	-	-	-	-
2170	Due to other funds	-	-	-	747,848
2180	Due to other governments	-	-	-	-
2300	Unearned revenues	33,662	339	79,498	1,709,206
2000	Total Liabilities	33,662	339	80,393	2,457,054
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	Total Fund Balances	-	-	-	-
4000	Total Liabilities and Fund Balance	\$ 33,662	\$ 339	\$ 80,393	\$ 2,457,054

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
June 30, 2020

Exhibit H-1
Page 10 of 10

	495	497	498	499	
Data Control Codes	Texas Data Champions	Mostyn/Moreno Education Foundation	District Incentive Program	Other Local Special Revenue Funds	Total Nonmajor Governmental Funds
Assets					
1110 Cash and temporary investments	\$ 2,648	\$ -	\$ 9,413	\$ 66,978	\$ 2,765,639
Receivables:					
1240 Receivables from other governments	-	-	-	-	8,977,100
1260 Due from other funds	-	-	-	29,979	6,313,481
1290 Other receivables	-	-	-	-	58
1310 Inventories, at cost	-	-	-	-	78,700
1000 Total Assets	\$ 2,648	\$ -	\$ 9,413	\$ 96,957	\$ 18,134,978
Liabilities and Fund Balances					
Liabilities:					
2110 Accounts payable	\$ -	\$ -	\$ -	\$ -	\$ 2,249,011
2150 Payroll deduction and withholdings payable	-	-	-	-	82,105
2160 Accrued wages payable	-	-	-	-	1,860,066
2170 Due to other funds	-	-	-	-	7,546,427
2180 Due to other governments	-	-	-	-	10,959
2300 Unearned revenues	2,648	-	9,413	85,155	2,626,743
2000 Total Liabilities	2,648	-	9,413	85,155	14,375,311
Fund Balance:					
Restricted:					
3450 Federal/State funds grant restrictions	-	-	-	11,802	3,437,590
Committed:					
3545 Other purposes	-	-	-	-	322,077
3000 Total Fund Balances	-	-	-	11,802	3,759,667
4000 Total Liabilities and Fund Balance	\$ 2,648	\$ -	\$ 9,413	\$ 96,957	\$ 18,134,978

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 1 of 10

		205	211	224	225
Data Control Codes		Head Start	ESEA Title I, A - Improving Basic Ed.	IDEA B - Formula	IDEA B - Preschool
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	3,383,791	7,365,431	4,947,719	74,996
5020	Total Revenues	<u>3,383,791</u>	<u>7,365,431</u>	<u>4,947,719</u>	<u>74,996</u>
	Expenditures				
	Current:				
0011	Instruction	2,324,001	4,026,672	4,041,970	74,996
0012	Instruction resources and media services	41,927	333	-	-
0013	Curriculum and instructional staff development	21,876	123,959	-	-
0021	Instructional leadership	147,943	2,183,807	111,820	-
0023	School leadership	254,826	38,488	-	-
0031	Guidance, counseling and evaluation services	-	219,636	585,469	-
0032	Social work services	377,571	-	-	-
0033	Health services	103,234	422	-	-
0034	Student transportation	49,939	-	208,460	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	6,000	-	-
0051	Facilities maintenance and operations	61,700	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	774	766,114	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>3,383,791</u>	<u>7,365,431</u>	<u>4,947,719</u>	<u>74,996</u>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 2 of 10

		226	240	242	244
Data Control Codes		IDEA B - Discretionary	Child Nutrition	Summer Feeding Program	Vocational Ed. - Basic
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ 538,180	\$ 3,000	\$ -
5800	State program revenues	-	54,473	-	-
5900	Federal program revenues	59,840	8,948,557	902,967	334,387
5020	Total Revenues	<u>59,840</u>	<u>9,541,210</u>	<u>905,967</u>	<u>334,387</u>
	Expenditures				
	Current:				
0011	Instruction	59,840	-	-	285,888
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	1,064
0021	Instructional leadership	-	-	-	13,747
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	9,000,104	751,613	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	287,982	-	33,688
0053	Data processing services	-	-	-	-
0061	Community services	-	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	779,265	-	-
6030	Total Expenditures	<u>59,840</u>	<u>10,067,351</u>	<u>751,613</u>	<u>334,387</u>
1100	Excess (deficiency) of revenues over expenditures	-	(526,141)	154,354	-
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	30,919	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>30,919</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	(495,222)	154,354	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>3,578,176</u>	<u>185,429</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ 3,082,954</u>	<u>\$ 339,783</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 3 of 10

		255	258	263	265
Data Control Codes		ESEA Title II, A - Training and Recruiting	Public Charter School	ESEA Title III, A - English Lang. Acquisition	Title IV, Part B - 21st Century Community Learning Centers
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	773,610	484,860	167,538	409,402
5020	Total Revenues	<u>773,610</u>	<u>484,860</u>	<u>167,538</u>	<u>409,402</u>
	Expenditures				
	Current:				
0011	Instruction	473,946	282,418	73,257	293,110
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	279,424	-	13,842	-
0021	Instructional leadership	-	202,442	-	115,444
0023	School leadership	543	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	848
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	19,697	-	80,439	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>773,610</u>	<u>484,860</u>	<u>167,538</u>	<u>409,402</u>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 4 of 10

Data Control Codes		266	272	289	315
		ESSER	Medicaid Administrative Claiming Program - MAC	Summer School LEP	SSA - IDEA - Part B, Discretionary
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ -	\$ -	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	1,205,386	28,000	504,253	107,895
5020	Total Revenues	<u>1,205,386</u>	<u>28,000</u>	<u>504,253</u>	<u>107,895</u>
	Expenditures				
	Current:				
0011	Instruction	-	-	165,850	103,211
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	4,684
0021	Instructional leadership	-	-	97,173	-
0023	School leadership	-	-	30,000	-
0031	Guidance, counseling and evaluation services	-	-	169,991	-
0032	Social work services	-	-	-	-
0033	Health services	-	28,000	-	-
0034	Student transportation	1,205,386	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	41,239	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>1,205,386</u>	<u>28,000</u>	<u>504,253</u>	<u>107,895</u>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 5 of 10

		397	410	414	423
Data Control Codes		Advanced Placement Incentive	Instructional Materials Allotment	Texas Reading, Math and Science Initiative	Texas Reading, Math and Science Initiative
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ 4,439	\$ -	\$ -
5800	State program revenues	-	2,380,515	117,423	-
5900	Federal program revenues	-	-	-	-
5020	Total Revenues	<u>-</u>	<u>2,384,954</u>	<u>117,423</u>	<u>-</u>
	Expenditures				
	Current:				
0011	Instruction	-	2,384,954	81,454	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	-
0021	Instructional leadership	-	-	35,969	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>-</u>	<u>2,384,954</u>	<u>117,423</u>	<u>-</u>
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 6 of 10

		429	435	446	461
Data Control Codes		Technology Lending Grant	SSA - Regional Day School for the Deaf State	State Local Funded Regional Day School Deaf - Local	Campus Activity Fund
Revenues					
5700	Local, intermediate, and out-of-state	\$ 8,298	\$ -	\$ 1,052,095	\$ 275,824
5800	State program revenues	82,065	666,857	219	-
5900	Federal program revenues	-	-	-	-
5020	Total Revenues	90,363	666,857	1,052,314	275,824
Expenditures					
Current:					
0011	Instruction	88,963	509,986	794,675	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	1,019	-
0021	Instructional leadership	1,400	-	243,709	-
0023	School leadership	-	-	-	387,642
0031	Guidance, counseling and evaluation services	-	68,189	10,901	-
0032	Social work services	-	-	-	-
0033	Health services	-	88,682	1,235	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	775	-
Capital outlay:					
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	90,363	666,857	1,052,314	387,642
1100	Excess (deficiency) of revenues over expenditures	-	-	-	(111,818)
Other Financing Sources (Uses)					
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	-	-	-	-
1200	Net change in fund balances	-	-	-	(111,818)
0100	Fund balance - July 1 (beginning)	-	3,051	-	433,895
3000	Fund balance - June 30 (ending)	\$ -	\$ 3,051	\$ -	\$ 322,077

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 7 of 10

		481	483	484	485
Data Control Codes		BASF Foundation - Science	Natatorium Swim Program	Campus After School Program	Exxon-Mobil Future Leaders
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ 13,031	\$ 62,408	\$ 1,500
5800	State program revenues	-	-	-	-
5900	Federal program revenues	-	-	-	-
5020	Total Revenues	<u>-</u>	<u>13,031</u>	<u>62,408</u>	<u>1,500</u>
	Expenditures				
	Current:				
0011	Instruction	-	12,837	-	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	194	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	1,500
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	62,408	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>-</u>	<u>13,031</u>	<u>62,408</u>	<u>1,500</u>
1100	Excess (deficiency) of revenues over expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 8 of 10

		486	487	488	489
Data Control Codes		ExxonMobil - Project Boost	Exxon-Mobil Reading Initiative	Texas School Ready	Community Education Program
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ 8,302	\$ 3,745	\$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	-	-	-	-
5020	Total Revenues	<u>-</u>	<u>8,302</u>	<u>3,745</u>	<u>-</u>
	Expenditures				
	Current:				
0011	Instruction	-	6,895	-	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	1,407	3,745	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>-</u>	<u>8,302</u>	<u>3,745</u>	<u>-</u>
1100	Excess (deficiency) of revenues over expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 9 of 10

		490	491	492	493
Data Control Codes		GED Testing - Adult Education	Misc Grants	Thomas Center - Scoreboard	DaVinci Minds Grant
	Revenues				
5700	Local, intermediate, and out-of-state	\$ -	\$ 3,216	\$ 40,118	\$ 610,922
5800	State program revenues	-	-	-	-
5900	Federal program revenues	-	-	-	-
5020	Total Revenues	<u>-</u>	<u>3,216</u>	<u>40,118</u>	<u>610,922</u>
	Expenditures				
	Current:				
0011	Instruction	-	-	-	-
0012	Instruction resources and media services	-	3,216	-	-
0013	Curriculum and instructional staff development	-	-	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	40,118	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0053	Data processing services	-	-	-	610,922
0061	Community services	-	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
6030	Total Expenditures	<u>-</u>	<u>3,216</u>	<u>40,118</u>	<u>610,922</u>
1100	Excess (deficiency) of revenues over expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	-	-
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net change in fund balances	-	-	-	-
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - ALL NONMAJOR GOVERNMENTAL FUNDS
For the Year Ended June 30, 2020

Exhibit H-2
Page 10 of 10

		495	497	498	499	
Data Control Codes		Texas Data Champions	Mostyn/Moreno Education Foundation	District Incentive Program	Other Local Special Revenue Funds	Total Nonmajor Governmental Funds
	Revenues					
5700	Local, intermediate, and out-of-state	\$ -	\$ 5,000	\$ 16,867	\$ 13,844	\$ 2,660,789
5800	State program revenues	-	-	-	-	3,301,552
5900	Federal program revenues	-	-	-	-	29,698,632
5020	Total Revenues	<u>-</u>	<u>5,000</u>	<u>16,867</u>	<u>13,844</u>	<u>35,660,973</u>
	Expenditures					
	Current:					
0011	Instruction	-	-	-	3,943	16,088,866
0012	Instruction resources and media services	-	-	-	2,442	47,918
0013	Curriculum and instructional staff development	-	-	-	-	445,868
0021	Instructional leadership	-	-	-	-	3,153,454
0023	School leadership	-	-	-	-	711,499
0031	Guidance, counseling and evaluation services	-	-	-	-	1,054,186
0032	Social work services	-	5,000	-	-	382,765
0033	Health services	-	-	-	-	221,573
0034	Student transportation	-	-	-	-	1,463,785
0035	Food service	-	-	-	-	9,752,565
0036	Extracurricular activities	-	-	-	7,459	49,077
0041	General administration	-	-	16,867	-	22,867
0051	Facilities maintenance and operations	-	-	-	-	383,370
0053	Data processing services	-	-	-	-	610,922
0061	Community services	-	-	-	-	976,598
	Capital outlay:					
0081	Facilities acquisition and construction	-	-	-	-	779,265
6030	Total Expenditures	<u>-</u>	<u>5,000</u>	<u>16,867</u>	<u>13,844</u>	<u>36,144,578</u>
1100	Excess (deficiency) of revenues over expenditures	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(483,605)</u>
	Other Financing Sources (Uses)					
7912	Sale of real or personal property	-	-	-	-	30,919
7080	Total other financing sources and uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>30,919</u>
1200	Net change in fund balances	-	-	-	-	(452,686)
0100	Fund balance - July 1 (beginning)	<u>-</u>	<u>-</u>	<u>-</u>	<u>11,802</u>	<u>4,212,353</u>
3000	Fund balance - June 30 (ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 11,802</u>	<u>\$ 3,759,667</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF FIDUCIARY NET POSITION
June 30, 2020

Exhibit H-3
Page 1 of 2

		836	837	838	839	841
Data Control Codes		Alex Durley Scholarship	Joe H Tonahill Scholarship	Mike Taylor Scholarship	Charles Weinbaum Scholarship	Paul A Brown Scholarship
Assets						
Current Assets						
1110	Cash and cash equivalents	\$ 17,819	\$ 20,491	\$ 3,553	\$ 1,058	\$ -
Receivables:						
1290	Other receivables	-	-	-	-	5,733
1000	Total Assets	<u>17,819</u>	<u>20,491</u>	<u>3,553</u>	<u>1,058</u>	<u>5,733</u>
Liabilities						
Current Liabilities						
2110	Accounts payable	-	-	-	-	-
2190	Due to student groups	-	-	-	-	-
2000	Total Liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net Position						
3800	Restricted	<u>\$ 17,819</u>	<u>\$ 20,491</u>	<u>\$ 3,553</u>	<u>\$ 1,058</u>	<u>\$ 5,733</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF FIDUCIARY NET POSITION
June 30, 2020

Exhibit H-3
Page 2 of 2

		842	843	
Data Control Codes		Wells, Peyton, Greenburg & Hunt	Gulf Coast Area Association of School Boards	Total Private Purpose Trust Funds
	Assets			
	Current Assets			
1110	Cash and cash equivalents	\$ 1,500	\$ 10,500	\$ 54,921
	Receivables:			
1290	Other receivables	-	-	5,733
1000	Total Assets	<u>1,500</u>	<u>10,500</u>	<u>60,654</u>
	Liabilities			
	Current Liabilities			
2110	Accounts payable	-	10,000	10,000
2190	Due to student groups	-	-	-
2000	Total Liabilities	<u>-</u>	<u>10,000</u>	<u>10,000</u>
	Net Position			
3800	Restricted	<u>\$ 1,500</u>	<u>\$ 500</u>	<u>\$ 50,654</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
For the Year Ended June 30, 2020

Exhibit H-4
Page 1 of 2

	836	837	838	839
	Alex Durley Scholarship	Joe H Tonahill Scholarship	Mike Taylor Scholarship	Charles Weinbaum Scholarship
Additions				
Local and intermediate sources	\$ -	\$ -	\$ -	\$ -
Total additions	-	-	-	-
Deductions				
Non-operating expenses	-	-	-	-
Total deductions	-	-	-	-
Change in net position	-	-	-	-
Net position beginning of year	17,819	20,491	3,553	1,058
Net position end of year	\$ 17,819	\$ 20,491	\$ 3,553	\$ 1,058

BEAUMONT INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
For the Year Ended June 30, 2020

Exhibit H-4
Page 2 of 2

	841	842	843	
	Paul A Brown Scholarship	Wells, Peyton, Greenburg & Hunt	Gulf Coast Area Association of School Boards	Total Private Purpose Trust Funds
Additions				
Local and intermediate sources	\$ -	\$ -	\$ 10,000	\$ 10,000
Total additions	-	-	10,000	10,000
Deductions				
Non-operating expenses	4,500	-	10,000	14,500
Total deductions	4,500	-	10,000	14,500
Change in net position	(4,500)	-	-	(4,500)
Net position beginning of year	10,233	1,500	500	55,154
Net position end of year	\$ 5,733	\$ 1,500	\$ 500	\$ 50,654



REQUIRED TEA SCHEDULES

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
For the Year Ended June 30, 2020

Exhibit J-1
Page 1 of 2

	1	2	3	10
	Tax Rates		Net Assessed/Appraised	Beginning
Last Ten	Maintenance	Debt Service	Value For School	Balance
Fiscal Years				
			Tax Purposes	7/1/2019
2011 and prior	Various	Various	Various	\$ 3,495,251
2012	1.040000	0.285000	9,279,574,505	512,807
2013	1.040000	0.275000	9,259,420,913	576,542
2014	1.040000	0.275000	9,783,235,099	704,109
2015	1.040000	0.275000	9,775,170,418	835,383
2016	1.040000	0.275000	9,648,331,407	951,773
2017	1.040000	0.275000	9,871,550,494	1,209,245
2018	1.040000	0.254050	10,268,422,996	1,485,076
2019	1.040000	0.254050	10,406,282,292	3,014,732
2020	0.970000	0.254050	11,237,308,760	-
1000 Totals				\$ 12,784,918

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
For the Year Ended June 30, 2020

Exhibit J-1
Page 2 of 2

	20	31	32	40	50
Last Ten Fiscal Years	Current Year's Total Levy	Maintenance Total Collections	Debt Service Total Collections	Entire Year's Adjustments	Ending Balance 6/30/2020
2011 and prior	-	\$ 106,576	\$ 9,459	\$ (987,407)	\$ 2,391,809
2012	-	20,378	5,584	(12,238)	474,607
2013	-	24,542	6,490	(12,616)	532,894
2014	-	34,830	9,210	(32,269)	627,800
2015	-	58,402	15,445	(34,478)	727,058
2016	-	86,364	31,272	(21,214)	812,923
2017	-	208,567	55,150	(21,058)	924,470
2018	-	254,910	62,269	(84,371)	1,083,526
2019	-	774,123	189,102	(515,209)	1,536,298
2020	<u>137,550,278</u>	<u>102,376,231</u>	<u>31,284,449</u>	<u>(962,785)</u>	<u>2,926,813</u>
1000 Totals	<u><u>\$ 137,550,278</u></u>	<u><u>\$ 103,944,923</u></u>	<u><u>\$ 31,668,430</u></u>	<u><u>\$ (2,683,645)</u></u>	<u><u>12,038,198</u></u>
Penalty and interest receivable on taxes					<u>9,803,108</u>
Total taxes receivable per Exhibit C-1					<u><u>\$ 21,841,306</u></u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
BUDGETARY COMPARISON SCHEDULE
CHILD NUTRITION PROGRAM FUND
For the Year Ended June 30, 2020

Exhibit J-2

Data Control Codes		Budgeted Amounts		Actual Amounts, Budgetary Basis	Variance with Final Budget - Positive (Negative)
		Original	Final		
	Revenues				
5700	Local revenues	\$ 692,198	\$ 692,198	\$ 538,180	\$ (154,018)
5800	State program revenues	58,520	58,520	54,473	(4,047)
5900	Federal program revenues	11,228,592	11,228,592	8,948,557	(2,280,035)
5020	Total Revenues	<u>11,979,310</u>	<u>11,979,310</u>	<u>9,541,210</u>	<u>(2,438,100)</u>
	Expenditures				
	Current:				
0035	Food services	12,690,659	12,690,659	9,000,104	3,690,555
0051	Facilities maintenance and operations	293,205	383,088	287,982	95,106
	Capital Outlay:				
0081	Facilities acquisition and construction	1,004,000	2,089,654	779,265	1,310,389
6030	Total Expenditures	<u>13,987,864</u>	<u>15,163,401</u>	<u>10,067,351</u>	<u>5,096,050</u>
1100	Excess (deficiency) of revenues over expenditures	<u>(2,008,554)</u>	<u>(3,184,091)</u>	<u>(526,141)</u>	<u>2,657,950</u>
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	-	-	30,919	30,919
7080	Total other financing sources at	<u>-</u>	<u>-</u>	<u>30,919</u>	<u>30,919</u>
1200	Net change in fund balances	(2,008,554)	(3,184,091)	(495,222)	2,688,869
0100	Fund balances - beginning	<u>3,578,176</u>	<u>3,578,176</u>	<u>3,578,176</u>	<u>-</u>
3000	Fund balances - ending	<u>\$ 1,569,622</u>	<u>\$ 394,085</u>	<u>\$ 3,082,954</u>	<u>\$ 2,688,869</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
BUDGETARY COMPARISON SCHEDULE
DEBT SERVICE FUND
For the Year Ended June 30, 2020

Exhibit J-3

Data Control Codes		Budgeted Amounts		Actual Amounts, Budgetary Basis	Variance with Final Budget - Positive (Negative)
		Original	Final		
	Revenues				
5700	Local and intermediate sources	\$ 28,119,100	\$ 31,988,304	\$ 32,059,586	\$ 71,282
5800	State program revenues	-	-	481,182	481,182
5020	Total Revenues	<u>28,119,100</u>	<u>31,988,304</u>	<u>32,540,768</u>	<u>552,464</u>
	Expenditures				
	Debt Service:				
0071	Principal on long-term debt	15,085,000	20,385,000	19,895,500	489,500
0072	Interest on long-term debt	13,014,100	13,014,100	13,289,365	(275,265)
0073	Bond issuance costs and fees	-	20,000	5,135	14,865
6030	Total Expenditures	<u>28,099,100</u>	<u>33,419,100</u>	<u>33,190,000</u>	<u>229,100</u>
1100	Excess (deficiency) of revenues over expenditures	<u>20,000</u>	<u>(1,430,796)</u>	<u>(649,232)</u>	<u>781,564</u>
1200	Net change in fund balances	20,000	(1,430,796)	(649,232)	781,564
0100	Fund balances - beginning	<u>14,453,007</u>	<u>14,453,007</u>	<u>14,453,007</u>	<u>-</u>
3000	Fund balances - ending	<u>\$ 14,473,007</u>	<u>\$ 13,022,211</u>	<u>\$ 13,803,775</u>	<u>\$ 781,564</u>



FEDERAL AWARDS SECTION



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE
AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
Beaumont Independent School District
Beaumont, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Beaumont Independent School District (the “District”), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise District’s basic financial statements, and have issued our report thereon dated December 9, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal control. Accordingly, we do not express an opinion on the effectiveness of the District’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

To the Board of Trustees
Beaumont Independent School District

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Whitley Penn LLP". The signature is written in a cursive, flowing style.

Houston, Texas
December 9, 2020

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE *UNIFORM GUIDANCE***

To the Board of Trustees
Beaumont Independent School District
Beaumont, Texas

Report on Compliance for Each Major Federal Program

We have audited Beaumont Independent School District's (the "District") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2020. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as item #2020-001. Our opinion on each major federal program is not modified with respect to these matters.

The District's response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs and corrective action plan. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance, described in the accompanying schedule of findings and questioned costs as item #2020-001, which we consider to be significant deficiency in the District's internal control over compliance.

The District's response to the finding on internal control over compliance identified in our audit, which is described in the accompanying schedule of findings and questioned costs, was not subjected to the auditing procedures applied in the audit of compliance, and accordingly, we express no opinion on the District's response.

To the Board of Trustees
Beaumont Independent School District

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Whitley Penn LLP

Houston, Texas
December 9, 2020

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2020

I. Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness (es) identified?	No
Significant deficiency (ies) identified that is not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weakness (es) identified?	No
Significant deficiency (ies) identified that are not considered to be material weaknesses?	Yes, #2020-001
Type of auditors' report issued on compliance with major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)?	Yes, #2020-001

Identification of major programs:

Name of Federal Program or Cluster	CFDA Numbers

U.S. Department of Education:

CARES Act, Section 18003 – Elementary and Secondary School Emergency Relief Fund (ESSER) Grant (COVID-19)	84.425D
2019-2020 Charter School Program	84.282A

U.S. Department of Health and Human Services:

Head Start – 2020	93.600
Head Start – 2019	93.600

U.S. Department of Agriculture:

Child Nutrition Cluster:

School Breakfast Program	10.553
National School Lunch Program	10.555
Summer Feeding Program	10.559

Dollar Threshold Considered Between Type A and Type B <i>Federal</i> Programs	\$924,675

Auditee qualified as low-risk auditee?	Yes

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (continued)
For the Year Ended June 30, 2020

II. Financial Statement Findings

No current findings were noted.

III. Federal Award Findings and Questioned Costs

#2020-001

Compliance Requirement:	J. Program Income
Federal Program:	Child Nutrition Cluster (10.553, 10.555, 10.559)
Type of Finding:	Significant Deficiency - Internal Control Over Compliance
Criteria:	The District collects money from students for breakfast, lunch, and a la carte meals. Controls over cash collections include review and monitoring by the cafeteria manager. This also includes maintaining supporting documentation evidencing the review process.
Condition:	For 5 out of 40 students tested, we noted no signature on the deposit slip as evidence of review by the cafeteria manager.
Recurring Finding:	No
Questioned Cost:	\$0
Cause:	Lack of monitoring by the District personnel and failure to maintain evidence of review.
Effect:	Lack of proper controls in place and evidence of review process will result to improper or inaccurate cash receipts or misappropriation of asset.
Recommendation:	We recommend the District implement strong internal controls over the collection of cash for student meals (breakfast, lunch, and a la carte). This includes having a formal review and monitoring of cash receipts and deposits by the cafeteria manager. Supporting documents should be maintained and filed. We also recommend the District enhance their formal training and communication with all the cafeteria managers.

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2020

Exhibit K-1
Page 1 of 2

(2A) Pass Through Entity Identifying Number	(1) Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	(2) Federal CFDA Number	(3) Federal Expenditures
	U.S. Department of Defense			
	Direct Program:			
N/A	Naval JROTC	199	12.000	\$ 157,663
	Total U.S. Department of Justice			157,663
	U.S. Department of Education			
	Passed Through Texas Education Agency:			
206600011239106000	IDEA-B Formula	224	84.027A	4,234,608
196600011239106000	IDEA-B Formula	224	84.027A	787,600
186600011239106000	IDEA-B Formula	224	84.027A	128,423
206610011239106000	IDEA-B Preschool	225	84.173A	55,180
196610011239106000	IDEA-B Preschool	225	84.173A	19,724
186610011239106000	IDEA-B Preschool	225	84.173A	7,976
66001906	IDEA-B High Cost	226	84.027A	59,840
206600111239106000	IDEA-B Discretionary - Deaf	315	84.027A	114,111
	Total Special Education Cluster (84.027, 84.173)			5,407,462
	Title I Part A and Title I Part D:			
20610101123910	ESEA, Title I, Part A - Improving Basic Programs	211	84.010A	6,160,221
19610101123910	ESEA, Title I, Part A - Improving Basic Programs	211	84.010A	177,948
20610141123910	Title I 1003 School Improvement	211	84.010A	379,429
19610141123910	Title I 1003 School Improvement	211	84.010A	4,294
20610103123910	Title I, Part D, Subpart D - Delinquent Programs	211	84.010A	67,404
206101487110002	ESEA, Title I, Part A - 2019-2021 School Transformation	211	84.010A	747,205
196101427110002	ESEA, Title I, Part A - 2018-2019 School Transformation	211	84.010A	253,253
196101477110005	2019-2020 School Action Fund Planning	289	84.010A	68,050
196101477110006	2019-2020 School Action Fund Planning	289	84.010A	59,123
	Total CFDA # 84.010			7,916,927
20420006123910	Career and Technical - Basic Grant	244	84.048A	327,102
19420006123910	Career and Technical - Basic Grant	244	84.048A	17,251
183911011239103000	Total CFDA # 84.048			344,353
20694501123910	Title II, Part A, Supporting Effective Educator	255	84.367A	691,772
19694501123910	Title II, Part A, Supporting Effective Educator	255	84.367A	129,200
	Total CFDA # 84.367			820,972
185901057110004	2019-2020 Charter School Program	258	84.282A	239,642
185901057110003	2019-2020 Charter School Program	258	84.282A	245,218
	Total CFDA # 84.282			484,860
20671001123910	Title III , Part A, ELA	263	84.365A	165,521
19671001123910	Title III , Part A, ELA	263	84.365A	11,517
	Total CFDA # 84.365			177,038
20521001123910	CARES Act, Section 18003 - Elementary and Secondary School Emergency Relief Fund (ESSER) Grant (COVID-19)	266	84.425D	1,371,331
20680101123910	Title IV Part A Subpart I	289	84.424A	345,570
19680101123910	Title IV Part A Subpart I	289	84.424A	47,655
	Total CFDA # 84.424			393,225
69551902	Summer School LEP	289	84.369A	13,357
	Total CFDA # 84.369			13,357
	Passed Through Save The Children Federations Inc.			
196950267110044	2019-2020 Texas 21st Century Community Learning Centers, Cycle 10, Year 2	265	84.287C	409,402
	Total U.S. Department of Education			17,338,927

BEAUMONT INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Year Ended June 30, 2020

Exhibit K-1
Page 2 of 2

(2A) Pass Through Entity Identifying Number	(1) Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	(2) Federal CFDA Number	(3) Federal Expenditures
	U.S. Department of Health & Human Services			
	Direct Program:			
06CH011239	Head Start - 2020	205	93.600	\$ 2,783,752
06CH011239	Head Start - 2019	205	93.600	600,039
	Total CFDA # 93.600			<u>3,383,791</u>
N/A	Passed Through Texas Health and Human Services:			
	Medicaid Administrative Claiming Program – MAC	272	93.778	<u>28,000</u>
	Total U.S. Department of Health & Human Services			<u>3,411,791</u>
	U.S. Department of Homeland Security			
	Passed Through Texas Department of Public Safety's Division of Emergency Management:			
4332DRTXP0000001	Public Assistance - FEMA Aid	199	97.036	<u>62,596</u>
	Total U.S. Department of Homeland Security			<u>62,596</u>
	U.S. Department of Agriculture			
	Passed Through the Texas Department of Agriculture:			
	Non Cash assistance (Commodities):			
CE654	National School Lunch Program	240	10.555	702,933
	Cash Assistance:			
00654	COVID-19 Summer Feeding Program	242	10.559	895,678
00654	Summer Feeding Program	242	10.559	7,289
	Passed Through Texas Education Agency:			
	Cash assistance:			
71402001	School Breakfast Program	240	10.553	1,735,148
71401901	School Breakfast Program	240	10.553	466,838
71302001	National School Lunch Program	240	10.555	4,749,897
71301901	National School Lunch Program	240	10.555	1,293,741
	Total Child Nutrition Cluster (10.553, 10.555, 10.559)			<u>9,851,524</u>
	Total U.S. Department of Agriculture			<u>9,851,524</u>
	Total Expenditures of Federal Awards			<u>\$ 30,822,501</u>

Note 1 - Basis of Accounting

The District accounts for all awards under federal programs in the General and Certain Special Revenue Funds in accordance with the Texas Education Agency's *Financial Accountability System Resource Guide*. These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e. revenues and other financing sources) and decreases (i.e. expenditures and other financing uses) in net current assets.

The modified accrual basis of accounting is used for these funds. This basis of accounting recognizes revenues in the accounting period in which they become susceptible to accrual, i.e., both measurable and available, and expenditures in the accounting period in which the liability is incurred, if measurable, except for certain compensated absences and claims and judgments, which are recognized when the obligations are expected to be liquidated with expendable available financial resources. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited to reimbursement. Pass-through entity identifying numbers are presented where available.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned. Generally, unused balances are returned to the grantor at the close of specified project periods. The District has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

Note 2 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the District under programs of the federal government for the year ended June 30, 2020. The information in this schedule is presented in accordance with the requirements of the Uniform Guidance. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or cash flows of the District.

Note 3 - Reconciliation to Basic Financial Statements

The following is a reconciliation of expenditures of federal awards program per Exhibit K-1 and expenditures reported on Exhibit C-3:

Total Expenditures of Federal Awards on Exhibit K-1	\$ 30,822,501
Build America Bonds - Federal Interest Subsidy	1,086,440
Medicaid SHARS	1,615,596
Total Federal Revenue - Exhibit C-3	<u>\$ 33,524,537</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (continued)

Exhibit K-2

Note 4 - General Fund Expenditures

Federal Awards reported in the general fund are summarized as follows:

Federal Revenue reported in the General Fund

Medicaid SHARS	\$ 1,615,596
Build America Bonds - Federal Interest Subsidy	1,086,440
Naval JROTC	157,663
FEMA Aid	62,596
Indirect Costs:	
ESEA, Title I, Part A	424,323
IDEA-B Formula	202,911
SSA - IDEA - Part B, Discretionary	6,216
IDEA-B Preschool	7,885
Carl D. Perkins Basic Grant	9,966
Title III , Part A, LEP	9,501
Title II, Part A, Supporting Effective Educator	47,361
Title IV Part A Subpart 1	29,502
CARES Act, Section 18003 - Elementary and Secondary	
School Emergency Relief Fund (ESSER) Grant (COVID-19)	165,945
Total Federal Revenue reported in the General Fund	<u>\$ 3,825,905</u>

BEAUMONT INDEPENDENT SCHOOL DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

For the Fiscal Year Ended June 30, 2020

Federal regulations, Title 2 U.S. Code of Federal Regulations Section 200.511 states, “The auditee is responsible for follow-up and corrective action on all audit findings. As part of this responsibility, the auditee must prepare a summary schedule of prior audit findings.” The summary schedule of prior audit findings must report the status of the following:

- All audit findings included in the prior audit’s schedule of findings and questioned costs and all audit findings reported in the prior audit’s summary schedule of prior audit findings except audit findings listed as corrected.

I. Prior Year Findings

None reported

BEAUMONT INDEPENDENT SCHOOL DISTRICT

CORRECTIVE ACTION PLAN

For the Fiscal Year Ended June 30, 2020

Federal regulations, Title 2 U.S. Code of Federal Regulations §200.511 states, “At the completion of the audit, the auditee must prepare, in a document separate from the auditor's findings described in §200.516 Audit findings, a corrective action plan to address each audit finding included in the current year auditor's reports.”

V. Corrective Action Plan

Compliance Requirement: Program Income

Federal Program: Child Nutrition Cluster (10.553, 10.555, 10.559)

Type of Finding: Significant Deficiency - Internal Control Over Compliance

Description: Email was sent to all managers setting (re-educating) expectations for the necessity of signatures on deposit slips and deposit bags on December 8, 2020 . Cafeteria managers have all sent in an email confirming receipt of that expectations. Child Nutrition (CN) will provide a check of deposit slips on campus once per semester while they are on-site for the CN program audit starting next semester. Virtual meeting for leaders with cash handling responsibilities was held on December 15, 2020. All managers are asked to send copies of deposit slips from 3 operating days that the Director of Child Nutrition selects. On-site visits will be done quarterly for the remainder of the year.

Responsible Party: Tiffany Eckenrod, Director of Child Nutrition

Estimated Completion Date: June 2021

DO NOT PRINT IN REPORTS

Schedule L-1 – Required Responses to Selected School FIRST Indicators

SF1	Was there an unmodified opinion in the Annual Financial Report on the financial statements as a whole?	Yes
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning nonpayment of any terms of any debt agreement at fiscal year end?	No
SF3	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district was issued a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments.) Payments to the TRS and TWC are considered timely if a warrant hold that was issued in connection to the untimely payment was cleared within 30 days from the date the warrant hold was issued. Payments to the IRS are considered timely if a penalty or delinquent payment notice was cleared within 30 days from the date the notice was issued.	Yes
SF4	Was the school district issued a warrant hold? Even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days, the school district is considered to have been issued a warrant hold.	No
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	No
SF6	Was there any disclosure in the Annual Financial Report of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?	No
SF7	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	Yes
SF8	Did the school board members discuss the school district's property values at a board meeting within 120 days before the school district adopted its budget?	Yes
SF9	Total accumulated accretion on CABs included in government-wide financial statements at fiscal year-end.	\$ 1,333,190

NOTE: This schedule is to be included as part of the annual financial audit report (AFR) submission on the required due date and published as a part of the school district's AFR. This schedule should be submitted in the data feed file and submitted as an Adobe Acrobat portable document file (pdf).



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.F.5.**

Agenda Item Title: Approval of Targeted Improvement Plans

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s): Campus Principal (if needed)

Executive Summary: The 2020-2021 School Improvement Matrix released by the Texas Education Agency requires schools earning an overall D or F Accountability rating to develop a Targeted Improvement or Turnaround Plan (3yr+ F). Targeted Improvement and Turnaround Plans must be aligned to the Effective Schools Framework and approved by the Board. This exhibit includes the Targeted Improvement/Turnaround Plans for the following campuses:

- Amelia Elementary
- Beaumont United High School
- Dr. Martin Luther King, Jr. Middle School (Turnaround)
- Fehrl Price Classical Academy
- Guess Elementary
- Homer Elementary
- Martin Elementary
- Paul Brown Learning Center
- Pietzsch MacArthur Elementary
- PLA @ Jones Clark Elementary
- PLA @ Smith Middle School
- Vincent Middle School

Recommendation: The District Coordinator of School Improvement recommends that the Board approve the Targeted Improvement & Turnaround Plans for campus implementation of school improvement interventions for the 2020-2021 school year.

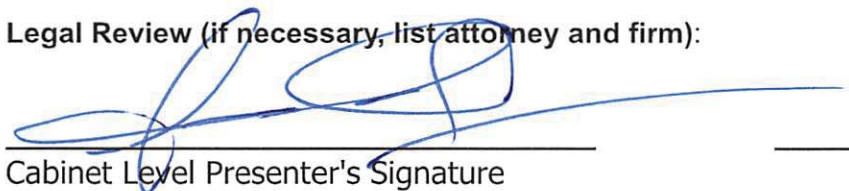
Budget Impact* (if applicable): Not Applicable

Funding Source (if applicable): Not Applicable

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements):

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm):


Cabinet Level Presenter's Signature

12-10-20
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Amelia	Anetra Cheatham, DCSI
Campus Number:	Superintendent Name:
123910101	Dr. Shannon Allen
Date:	
Wednesday, December 09, 2020	
	

CAMPUS INFORMATION						
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.						
District Name	Beaumont ISD	Campus Name	Amelia Elementary	Superintendent	Dr. Shannon Allen	Principal
District Number	123910	Campus Number	000000101	District Coordinator of School Improvement (DCSI)	Anetra Cheatham	ESC Number
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support
Region 5						
ASSURANCES						
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.						
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.			Anetra Cheatham; 11-17-20		
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.			Anita Frank, 11-17-20		
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.			Yvonne Du Pont 9-24-2020		
Board Approval Date	15-12-2020					
DATA ANALYSIS						
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.				https://rpsivr1.tea.texas.gov/perfreport/tapi/2019/index.html		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: For the 2020-2021 school year, our campus will increase in Domain 1 component score from 24 (scaled score of 50) to 41 (scaled score of 70) increasing percent approaches to 70%, Meets to 36%, and Masters to 16%. This will support our campus in achieving an overall C rating for 2021. Rationale: We have seen other campuses in our district achieve similar results, and believe these are feasible for us. By focusing on strong instructional leadership, lesson plans, and observation/ feedback, we can achieve these results. Domain 2B: Our goals is to reach a component score of 41 (scaled of 70) specifically for our eco dis students in 2021. Rationale: We have a Econ Dis percentage of 59.70% (323 out of 541). We will work to ensure that all of our students will achieve at similar or higher levels compared to schools with similar demographics. Domain 3: We will increase our Domain 3 score of 42 (scaled score of 71) to a score of 53 (scaled score of 80). Rationale: Our consistent usage of DDI, daily objective driven lesson planning, with formative assessments with observation feedback will increase our capability of success on student achievement goals which will impact Domain 3. We will target our eco dis sub group in this endeavor.		

	What changes in student group and subject performance are included in these goals?	Domain 1: Focus on 5th grade math: our current cohort is low in this area and there is a need to increase meets and masters level performance. Targeted interventions through virtual tutoring groups campus based and additional organization support (Exxon Mobil engineers/Lamar University. Students were selected for interventions based on BOY screener data and teacher recommendations. Domain 2: Focus on EcoDis to increase our scores at meets and masters in. Domain 3: Hispanic/ LEP/ SPED- target in this area is to increase achievement in SPED and for our EL's to also increase meets and masters.	
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Not applicable	
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.			
	Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)	
1.1	Develop campus instructional leaders with clear roles and responsibilities.	2 - Planning for Implementation	
2.1	Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation	
3.1	Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation	
4.1	Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation	
5.1	Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation	
5.3	Data-driven instruction.	3 - Beginning Implementation	
PRIORITIZED FOCUS AREAS			
Complete each section below (please refer to your RPA):			
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.			
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.			
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasessf.org/vetted-programs/			
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.			
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.			
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasessf.org/framework/			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Develop campus intructional leaders (principal, assistant principal, teacher leaders,and counselors)with clear roles and responsibilities.	1.1	5.1	

Rationale	We want to create clear roles and responsibilities for the members of our leadership team and provide greater clarity to LT members on how to lead their departments and grade levels.	We want our teachers to utilize the district lesson plan rubric to drive daily objective driven lesson plans and assessments, using exemplars and feedback being provided and plans upgraded accordingly.	
How will the campus build capacity in this area? Who will you partner with?	We will continue to review and monitor the clearly defined roles and responsibilities of leaders monthly. New coaching TEAM of Cheatham (DCS) and Mireles (Director of PD), with whom we will partner, will support feedback and capacity building in this area.	We will build capacity by having grade level teams plan together using the District rubric weekly as well as extended planning and preparation after each six week assessment.	
Barriers to Address throughout this year	Evolving roles and adherence to weekly schedules; Making adjustments to schedules due to unexpected pressing issues during the day, during the time of COVID and natural disasters. We are working to delegate projects to appropriate persons/ staff to help balance time management. The LT, teachers, and parent committees, will be implemented in the process of defining clear roles and responsibilities of those in leadership roles. We will share these in staff meetings to gather feedback. Leadership Team meets weekly and revisits and review roles twice a month. Coaching visits with individual team members to revisit, review, and refine roles.	Expectations have been set and are clear regarding planning sessions and expectations. Each leadership team member has been assigned to a grade level for follow up, as well as DDI presented by IC, AP, and follow through in classroom by Principal Priorities will be communicated to all staff during PLC's/ DDI's and faculty meetings. Priorities will also be shared in CCEIC meetings. In working through barriers of teachers not wanting to participate in some meetings, buy-in will be created by inviting key teachers to think-tank meetings to create new ideas and opportunities for teachers leadership roles as well as input and feedback.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Members of the ILT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on an ongoing basis.	Principals and leadership team will provide actionable feedback to teachers each Thursday. Teachers in turn will update plans and resubmit on our before Monday at 7:45 am. Teachers have rubrics to assist with individual and collective progress of crafting effective lesson plans.	
Desired Annual Outcome			
District Commitment Theory of Action	If the district provides opportunities for ongoing support and coaching of the campus leader and if the district supports principals by protecting their time dedicated for school instructional leadership and if the district recognizes the unique needs of low performing schools and provides the flexibility to address those needs and if the district provides effective governance to support and promote student outcomes then the campus will make academic gains for all students by improving the quality of instructional leadership through planning and feedback	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and if assessments that are district provided and graded, and if the district ensures that schools receive detailed reports within two instructional days and has effective systems for identifying and supporting struggling learners and district policies and practices support effective instruction in schools then, the campus will be able to develop data driven lesson plans and implement effective instructional systems to support students.	If...then,

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	
Desired Annual Outcome	The instructional leaders will meet a minimum of once a week with the principal as well as a minimum of once a month to discuss and review individual roles and responsibilities.	Principals and leadership team will provide actionable feedback to teachers each Thursday. Teachers in turn will update plans and resubmit on our before Monday at 7:45 am. Teachers have rubrics to assist with individual and collective progress of crafting effective lesson plans.	
Desired 90-day Outcome	Instructional leaders will review and clarify roles and responsibilities to enhance effectiveness and efficiency	All teachers will receive professional development in quality lesson planning and alignment to the lesson plan rubric.	
Barriers to Address During this Cycle	Time management due to BOY events and COVID monitoring and management	Time management due to BOY events as well as COVID monitoring and management	
District Actions for this Cycle	The DCSI Supervisor will continue observing campus operators and classroom instruction and providing feedback and coachin to the principal and members of the ILT. DCSI will attend the coaching conversations with Principal and member os ILT to provide feedback to Principal on her coaching.	The DCSI Supervisor will continue observing campus operators and classroom instruction and providing feedback and coachin to the principal and members of the ILT. DCSI will attend the coaching conversations with PPrincipal and member os ILT to provide feedback to Principal on her coaching.	

[illegible]

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	
Desired Annual Outcome	Members of the ILT observe classroom instruction, debrief observations with teachers, review lesson plans, and provide teachers with bite-sized, actionable feedback, on an ongoing basis.	Principals and leadership team will provide actionable feedback to teachers each Thursday. Teachers in turn will update plans and resubmit on our before Monday at 7:45 am. Teachers have rubrics to assist with individual and collective progress of crafting effective lesson plans.	
Desired 90-day Outcome	ILT members have list of responsibilities, including teacher assignments for supervisions. Weekly calendars show scheduled times for observations feedback of classroom instruction, PLC's and DDI's.	Lesson plans are reviewed weekly by the ILT and feedback is provided to teachers weekly through written and/or one on one coaching that is bite-sized. and actionable.	
Barriers to Address During this Cycle	Time management due to adjustment to remote learning due to COVID as well as Fall hurricanes. Lack of electronic devices to all students also a caused a barrier.	Collection of accurate formative data of student assessments guided by planning, instruction, and bite size feedback.	
District Actions for this Cycle	The DCSI Supervisor will continue observing campus operations and classroom instruction and providing feedback and coachin to the principal and members of the ILT. DCSI will attend the coaching conversations with pRincipal and member os ILT to provide feedback to Principal on her coaching.	The DCSI Supervisor will continue observing campus operations and classroom instruction and providing feedback and coachin to the principal and members of the ILT. DCSI will attend the coaching conversations with PRincipal and member os ILT to provide feedback to Principal on her coaching.	

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and if assessments that are district provided and graded, and if the district ensures that schools receive detailed reports within two instructional days and has effective systems for identifying and supporting	If....then,						
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Develop expectations for virtual instruction/f2f and assign leaders to specific teachers/ grade levels for monitoring of expectations and targeted feedback.	1.1	December -Feb 2021	scheduled observations, observation forms, debrief agendas	Principal and ILT	Observation and feedback notes	Feb 28, 2021		
Measureable goals set and enforced by ILT	1.1	December-Feb 2021	notes of ILT meeting/ notes	Principal	Meeting notes and agendas	Feb 28-2021		
Principal and ILT will engage in weekly lesson plan review and feedback calibration. Feedback will be provided to teachers with time frame to	5.1	December-Feb 2021	Meeting notes, lesson plan notes	Principal and ILT	observation, student progress	Feb 28-2021		
Virtual walkthroughs to monitor lesson plans and formative assessments during remote	5.1	December-Feb 2021						

[illegible]

CYCLE 3 90-DAY OUTCOMES (March-May)			
Essential Action: Pre-populates from the 'Foundations' tab. Desired Annual Outcome: Pre-populates from the 'Foundations' tab. For each Prioritized Focus Area, please complete the following sections: Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area. Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>. District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome. District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	5.1	
Desired Annual Outcome	Clear roles and responsibilities will be reviewed, debriefed, communicate and develop clear roles and responsibilities for campus instructional leaders	Principals and leadership team will provide actionable feedback to teachers each Thursday. Teachers in turn will update plans and resubmit on our before Monday at 7:45 am. Teachers have rubrics to assist with individual and collective progress of crafting effective lesson plans.	
Desired 90-day Outcome	ILT is observing teacher instruction, reviewing lesson plans, and providing teachers weekly feedback	ILT will observe teacher instruction following lesson plan feedback and and provide coaching on implementation of the feedback.	
Barriers to Address During this Cycle	Time management due to testing, and other campus and community activities. The continuation of lesson plan feedback and classroom observation cycles is extremely important this time of the year.	Time management due to testing, and other campus and community activities. The continuation of lesson plan feedback and classroom observation cycles is extremely important this time of year.	
District Actions for this Cycle	The DCSI Supervisor will continue observing campus operations and classroom instruction, and providing feedback and coaching to principal and members of ILT.	The DCSI Supervisor will continue observing campus operations and classroom instruction, and providing feedback and coaching the principal and members of the ILT.	

District Commitment Theory of Action		If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading and if assessments that are district provided and graded, and if the district ensures that schools receive detailed reports within two instructional days and has effective systems for identifying and supporting	If....then,					
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Principal will ensure that ILT members have clear roles and responsibilities	1.1	March-May 2021	schedules/ observations, forms, debrief agendas	Principal	coaching notes from Principal coaching ILT	May 31, 2021		
Principal will review roles and responsibilities with ILT bi-weekly	1.1	March- May 2021	meeting notes	Principal	Feedback provided to ILT	May 31, 2021		
During Leadership team meetings, Principal and ILT will engage in classroom observation	1.1	March- May 2021	Meeting notes	Principal and ILT	Notes from leadership team	May 31, 2021		
Principal and ILT will engage in weekly lesson plan review and feedback calibration. Feedback will be provided to teachers with time frame to adjust plans.	5.1	March- May 2021	schedules/ observation notes, debrief agendas	Principal and ILT	Lesson plans notes	May 31, 2021		
Virtual walkthroughs to monitor lesson plans and formative assessments during remote learning	5.1	March- May 2021	schedules/ observation notes, and feedback notes	Principal and ILT	Notes from walkthroughs	May 31, 2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE																				
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.																				
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?																				
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?																				
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?						Carryover Action Steps					New Action Steps									
END OF YEAR REFLECTION																				
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.																				
				Prioritized Focus Area #1				Prioritized Focus Area #2				Prioritized Focus Area #3								
Essential Action																				
Desired Annual Outcome																				

CYCLE 4 90-DAY OUTCOMES (June-August)			
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below: Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year. Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year. Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups. Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic. Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area. Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/ Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year. District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle . District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome				
How will the campus build capacity in this area? Who will you partner with?				
Barriers to Address throughout the year				
District Actions for this Cycle				
District Commitment Theory of Action				
ACTION PLAN				
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.				
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.				
At the end of each cycle -				
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.				
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.				
Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible
				Evidence used to Determine Progress toward Action Step (May be requested by Specialist)
				Evidence Collection Date
				Progress toward Action Step
				Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Beaumont United High School

Anetra Cheatham, DCSI

Campus Number:

Superintendent Name:

123910014

Dr. Shannon Allen

Date:

Thursday, September 24, 2020



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Beaumont Independent School District	Campus Name	Beaumont United High School	Superintendent	Dr. Shannon Allen	Principal	Dr. Charisma Popillion
District Number	123910	Campus Number	00000014	District Coordinator of School Improvement (DCSI)	Mrs. Anetra Cheatham	ESC Number	5
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Bridget Kirby
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mrs. Anetra Cheatham, DCSI	
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Mr. Randall Maxwell	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Dr. Charisma Popillion	
Board Approval Date							
DATA ANALYSIS							
%						https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: For the 2020 - 2021 school year, our campus will increase Algebra (60%), Biology (77%) and US History (74%) by 10 percentage points. We will increase our English I (35%) and English II (47%) each to 60%. Rationale: We have shown significant progress in other subjects; however, English I and English II need to be addressed. By focusing our efforts in English with lesson planning and data driven instruction we will likely achieve significant academic progress. Domain 2B: We will be focusing on increasing our Relative Performance from a scaled score of 65 to 70. Rationale: We want to ensure that all subpopulations/groups can and will achieve at similar levels in relation to campuses with similar demographics. (Note: Our EcoDis. subgroup was reported at 91% during the 2019-2020 academic school year.) Domain 3: We will increase our Domain III (Closing the Gaps) scale score from 42 to 49. The campus will focus on the following student groups: Hispanic and SpEd sub - populations to increase the number of targets met. Rationale: Trend data for the past two years indicates that Hispanic and SpEd students have been low performing subgroups in the areas of English and Mathematics.			
	What changes in student group and subject performance are included in these goals?			Domain 1: We need to focus on our English I and English II courses. Our 2019 December EOC Retesting data is particularly low in these areas, and it is impacting our student outcomes. Additional support will be provided to our Special Education and English Language Learners in the areas of English I, English II and Mathematics. Domain 2: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2. Domain 3: We are targeting our Eco Dis, SpEd and Hispanic populations for Domain 3. We also need to prioritize the achievement for our ELL's as our campus' TELPAS data is low and indicates our ELL's are not making adequate progress. 1 target was met for Reading (Subgroup-Two or More Races) in Spring 2019 and 0 targets were met in Math for Spring 2019. Our campus goal is to achieve at least 2 targets in May 2021 (Two or More Races and Hispanic subpopulations) for Reading. Our campus goal is to achieve at least 2 targets in May 2021 (African American and Hispanic subpopulations) for Math.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			For the 2020-2021 school year, our campus will increase from 0 to 7 Domain 3 CCMR points. Our Graduation rate goal is 90%			
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic</i> (if available) to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				3 - Beginning Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Beginning Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				4 - Partial Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				2 - Planning for Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				3 - Beginning Implementation			
5.3 Data-driven instruction.				2 - Planning for Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texas.esf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texas.esf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.1		5.3				

Rationale	All teachers utilize a district management system and template for lesson planning, but teachers did not consistently implement the lesson plans with fidelity. Teachers are submitting lesson plans for compliance; however they are not planning with fidelity. Also, we did not see a transfer of what was written with what was executed. Teachers created exit tickets; however, did not utilize the student data to make adjustments to inform instruction.	Last year we implemented PLCs. There was a schedule created and a requirement for all teachers to attend, but student performance indicates gaps in achievement between student groups. Furthermore, campus performance fell below district performance. Teachers attended PLCs, but were passive and did not take ownership. We recognized the need for more effective PLCs focused on data analysis and instructional planning. Administration will provide timely and specific feedback, along with implementation of strategies taken from	
How will the campus build capacity in this area? Who will you partner with?	A specific lesson plan template will be determined to use across content areas, along with a rubric. End of Course teachers will receive mini-PD sessions during PLCs to ensure comprehension of the expectations, as well as ensure alignment of the lesson plans with the curriculum. All content area teachers will plan collaboratively and create/utilize formative assessments to generate comparable data. Lessons will be posted outside classrooms for viewing, but will be submitted prior to classroom walkthroughs to facilitate adequate feedback prior to lesson delivery. Department heads will be utilized to ensure lesson plans are submitted in a timely manner per department. There will be consistency of the administrative team visiting classrooms face-to-face, as well as virtually. We will partner with our district curriculum and instruction department to build capacity in our teachers' content knowledge and instructional strategies and techniques. We will also partner with Region 5 with regards to	PLCs will include data analysis, exemplars, and student work samples. Data analysis will include identifying performance learning gaps, and making strong instructional decisions to close gaps in student performance with teacher buy-in and commitment to be prepared for data-driven instruction (DDI)/PLCs. PLCs will be led by a member of the Instructional Leadership Team, following the DDI protocol for 3, 6, and 9-week district administered assessments. Teachers will use the data to identify reteach and intervention targets within 3 days of the DDI meetings.	
Barriers to Address throughout this year	Lack of capacity in the area of the most effective strategies and protocols to plan, review and implement targeted and rigorous lesson plans on behalf of the teachers, as well as providing timely and specific feedback on behalf of administrators	The leadership team's capacity to provide training, modeling and coaching needed to incorporate the data-driven instruction (DDI) process within the PLC; teacher commitment to implementing the DDI process and recognizing the value of the DDI/PLC. Disengaged students creating gaps in the data that teachers need to reference in order to support planning and provide interventions	
How will you communicate these priorities to your stakeholders? How will create buy-in?	During initial professional development sessions for the school year, there was training regarding the importance of lesson planning. We communicated the campus expectations of lessons plans for all teachers, and the consequences for not completing them. The culture was set and it was stated that they are non-negotiable. Among the leadership team, we will calibrate lesson plans so that our expectations remain in alignment. We will achieve buy-in by showing success data of carefully thought-out lesson plans, i.e. student engagement as well as student performance along with the reteach component.	During initial professional development sessions for the school year, there was training regarding the importance of data-driven instruction. We communicated campus expectations of using data to inform our decisions and drive instruction. The data-driven culture was re-introduced at the beginning of the year. Among the leadership team, we will continue to develop our data disaggregation skills. We will review data at all leadership team meetings. We will also find platforms to openly share appropriate data with parents and community partners, i.e. academic performance, behavior and attendance. We will achieve buy-in by tracking and discussing hard and soft data, showing improvement as the year progresses. We will emphasize the review of hard and soft data in order to create a focus on social emotional learning (SEL), utilizing campus survey results and as well as information gathered from SEL activities.	
Desired Annual Outcome	All teachers create and submit lesson plans in Eduphoria-Forethought. Lesson plans will be detailed, aligned with the course YAG, scope and sequence, and filled with frequent CFU's. This year, all content area teachers will create/utilize common formative assessments to generate comparable data. Lesson plans will be posted outside of the classroom for review. Lesson plans will be reviewed prior to classroom walkthroughs, resulting in adequate feedback. The Instructional Leadership Team with review and provide timely feedback/support.	PLCs will include data analysis, exemplars, and student work samples. Data analysis will include identifying performance learning gaps and making strong instructional decisions to close gaps in student performance with teacher buy-in and commitment to be prepared for DDI/PLCs.	
District Commitment Theory of Action	If the district policies and practices support effective instruction and planning in schools by ensuring proper focus is placed on teacher lesson exemplars, curriculum writing and curriculum roll-outs, then campus Instructional Leadership Team can transition from providing basic foundational feedback to assessing the level of rigor, frequency of checks for understanding and structured student talk.	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and aggressive interventions. If the district ensures that schools receive detailed reports for assessments that are district-provided, within two instructional days, then the campus ILT's and EOC teachers can conduct data-digging sessions to inform reteach and establish strong data-driven instructional practices.	If....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Mastery/Masters for your campus in column H in the form App/Mastery/Ma (for example: 60/20/20).

If you prefer to enter the data by each grade-level, you may still want to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Mastery, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column S.

You will choose which tested subjects to track for these indicators.

Enter TIA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement: Track Mastery ONLY?

If tracking Student Success (SSIS) track an average of Approaches, Mastery and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to SSIS.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify which assessment you are using to track the progress of students (in a priority for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TIA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	All Students at Approaches, Meets and Masters	All	All	English I	Approaches	STAAR	39%		Student Mastery	65%	65.11%	Benchmark	55%		STAAR	65%		65%
		All	All	English I	Meets	STAAR	21%		Student Mastery	31%	22.06%	Benchmark	45%		STAAR	62%		62%
		All	All	English I	Masters	STAAR	1%		Student Mastery	11%	1.83%	Benchmark	20%		STAAR	30%		30%
		All	All	Algebra I	Approaches	STAAR	63%		Student Mastery	68%		Benchmark	68%		Benchmark	75%		75%
		All	All	Algebra I	Meets	STAAR	27%					Benchmark	45%		Benchmark	52%		55%
		All	All	Algebra I	Masters	STAAR	9%					Benchmark	25%		Benchmark	20%		25%
		All	All	Biology	Approaches	STAAR	78%		Student Mastery	83%		Benchmark	88%		Benchmark	88%		85%
		All	All	Biology	Meets	STAAR	88%		Student Mastery	85%		Benchmark	85%		Benchmark	85%		70%
		All	All	Biology	Masters	STAAR	7%		Student Mastery	12%		Benchmark	20%		Benchmark	20%		25%
		All	All	USA	Approaches	STAAR	74%		Student Mastery	81%		Benchmark	88%		Benchmark	88%		85%
		All	All	USA	Meets	STAAR	14%		Student Mastery	20%		Benchmark	25%		Benchmark	25%		30%
		All	All	USA	Masters	STAAR	6%		Student Mastery	7%		Benchmark	12%		Benchmark	10%		70%
		All	All	English II	Approaches	STAAR	65%		Student Mastery	65%	26.12%	Benchmark	65%		STAAR	65%		65%
		All	All	English II	Meets	STAAR	29%		Student Mastery	34%	19.88%	Benchmark	45%		STAAR	45%		45%
		All	All	English II	Masters	STAAR	2%		Student Mastery	7%	1.56%	Benchmark	12%		STAAR	17%		17%
2. Domain 2 Focus 1	Focus 1 Component: Academic Achievement	All	ELL (SL)	English I	Meets	STAAR	24.13%					Benchmark	55%		STAAR	65%		65%
		All	Hispanic	English I	Meets	STAAR	42.82%					Benchmark	55%		STAAR	65%		65%
3. Domain 3 Focus 2	Focus 2 Component: Student Success	All	Special Ed (Current)	All	All	STAAR	12% (17/14/2)					Benchmark	15% (16/15/1)		STAAR	20% (21/18/1)		20%
		All	ELL (SL)	All	All	STAAR	29% (18/29/0)					Benchmark	30%		STAAR	30%		30%
4. Domain 3 Focus 3	ELL Component	All	English Learners (ELL)	TELPAS	All	TELPAS	63.26%					Benchmark	65%		TELPAS	50%		50%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	All teachers create and submit lesson plans in Eduphoria- Forethought. Lesson plans will be detailed, aligned with the course YAG, scope and sequence, and filled with frequent CFU's. This year, all content area teachers will create/utilize common formative assessments to generate comparable data. Lesson plans will be posted outside of the classroom for review. Lesson plans will be reviewed prior to classroom walkthroughs, resulting in adequate feedback. The Instructional Leadership Team with review and provide timely feedback/support.	PLCs will include data analysis, exemplars, and student work samples. Data analysis will include identifying performance learning gaps and making strong instructional decisions to close gaps in student performance with teacher buy-in and commitment to be prepared for DDI/PLCs.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district policies and practices support effective instruction and planning in schools by ensuring proper focus is placed on teacher lesson exemplars, curriculum writing and curriculum roll-outs, then campus Instructional Leadership Team can transition from providing basic foundational feedback to assessing the level of rigor, frequency of checks for understanding and structured	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and aggressive interventions. If the district ensures that schools receive detailed reports for	If...then,

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to

- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	All teachers create and submit lesson plans in Eduphoria-Forethought. Lesson plans will be detailed, aligned with the course YAG, scope and sequence, and filled with frequent CFU's. This year, all content area teachers will create/utilize common formative assessments to generate comparable data. Lesson plans will be posted outside of the classroom for review. Lesson plans will be reviewed prior to classroom walkthroughs, resulting in adequate feedback. The Instructional Leadership Team with review and provide timely feedback/support.	PLCs will include data analysis, exemplars, and student work samples. Data analysis will include identifying performance learning gaps and making strong instructional decisions to close gaps in student performance with teacher buy-in and commitment to be prepared for DDI/PLCs.	
Desired 90-day Outcome	100% of all teachers will submit lesson plans with fidelity and meet 100% of the focus areas of the defined in the rubric. ILT's review the Lesson Plan submission reports for monitoring and provide feedback on lesson plans prior to instruction being delivered.	100% of EOC teachers will utilize a common data analysis protocol to disaggregate data, identify misconceptions, and design reteach accordingly as observed in the PLC.	
Barriers to Address During this Cycle	The ability for leaders to realistically review and provide feedback in advance of instruction; fidelity of feedback to the rubric.	BUHS has acquired several new leaders and there has been a lack of capacity or training with the data analysis protocols; inconsistency with district - administered exams.	
District Actions for this Cycle	District - level supervisors will provide observation feedback with regards to lesson plans. Professional development opportunities will be presented to campuses to focus on the areas of need. A consistent lesson plan template and standard will be developed across content areas during curriculum writing, along with reteach and assessments embedded.	The district - level leadership team will provide structure to campus level - level leaderships to develop specific areas of data - driven instruction and observation and feedback. The team will provide exemplars for data analysis and reteach plans.	
District Commitment Theory of Action	If the district policies and practices support effective instruction and planning in schools by ensuring proper focus is placed on teacher lesson exemplars, curriculum writing and curriculum roll-outs, then campus Instructional Leadership Team can transition from providing basic foundational feedback to assessing the level of rigor, frequency of checks for understanding and structured student talk.	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and aggressive interventions. If the district ensures that schools receive detailed reports for assessments that are district-provided, within two instructional days, then the campus ILT's and EOC teachers can conduct data-digging sessions to inform reteach and establish strong data-driven instructional practices. If the district has effective systems for identifying and	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Lesson plan calibration among the leadership team during administrative meetings.	5.1	11/16/2020 - 2/26/2021	Lesson Plan Rubric; exemplar lesson	Administrative Team	Leadership Team meeting agendas;	1/18/2021		
Teacher PD in the essential areas of lesson planning and data analysis.	5.1,5.3	11/16/2020 - 2/26/2021	Professional Development	Administrative Team, District	Professional Development	1/18/2021		
Student interventions via computer-based programming	5.3	11/16/2020 - 2/26/2021	Devices; supplemental	Teachers, Campus Interventionist(s)	Progress monitoring reports	1/18/2021		
Video record PLC's and provide exemplars to other content area, /leveraging strong departments' facilitation of PLCs as a model for	5.3	11/16/2020 - 2/26/2021	Camera/tech device;	Administrative Team, District Supervisors	Exemplar PLC recordings; Increase in Effective PLCs	1/18/2021		

Each grading period there will be at least one PLC/planning meeting to collectively review team lesson plans and provide immediate feedback.	5.1	11/16/2020 - 2/26/2021	Lesson Plan Rubric; exemplar lesson plans; lesson plan template	Administrative Team; teachers	PLC Agenda and minutes; More exemplar lesson plans to review	1/18/2021		
Administration Team DDI Training	5.3	11/16/2020 - 2/26/2021	Region V DDI	Administrative Team; DCSI; Director of	CPE Hours; Leadership Team meeting agendas;	1/18/2021		
Maintain an Accountability Tracking Sheet for the Senior class in order to monitor the following: SAT, ACT, TSI, AP/IB, Dual credit, CTE industry certifications, college prep course completion, earned an Associates degrees,	5.3	11/16/2020-06/30/2021	Google Sheet	College, Career and Military Readiness Coordinator; Senior Counselor; Senior AP, District CTE	Accountability Spreadsheet	Progress Check: 1/18/2021		
EOC teachers will complete assessment previews with content level supervisors.	5.1	11/16/2020 - 2/26/2021	District assessments	district supervisors; teachers	documentation for attendance in preview sessions	1/18/2021		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
	Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	All teachers create and submit lesson plans in Eduphoria-Forethought. Lesson plans will be detailed, aligned with the course YAG, scope and sequence, and filled with frequent CFU's. This year, all content area teachers will create/utilize common formative assessments to generate comparable data. Lesson plans will be posted outside of the classroom for review. Lesson plans will be reviewed prior to classroom walkthroughs, resulting in adequate feedback. The Instructional Leadership Team with review and provide timely	PLCs will include data analysis, exemplars, and student work samples. Data analysis will include identifying performance learning gaps and making strong instructional decisions to close gaps in student performance with teacher buy-in and commitment to be prepared for DDI/PLCs.	
Desired 90-day Outcome	Lesson plans will be detailed, aligned with the course YAG, scope and sequence, and filled with frequent Check for Understanding (CFU's). This year, 100% of content area teachers will create/utilize common formative assessments to generate comparable data. 100% of teachers will post lesson plans outside of the classroom for review.	100% of assessment PLC's will include exemplars, and student work samples to guide collaborative discussion, conduct error analyses and determine student misconceptions. Content teams will make strong instructional decisions to close gaps in student performance with teacher buy-in and commitment to be prepared for DDI/PLCs.	
Barriers to Address During this Cycle	Teachers may struggle with providing detailed, specific lesson plans. Teachers may struggle with effective ways to Check For Understanding.	Identification of trends in order to select their highest leveraged concepts. Discovering the true reason of misconceptions when conducting error analyses	
District Actions for this Cycle	District - level supervisors will provide observation feedback with regards to lesson plans. Professional development opportunities will be presented to campuses to focus on the areas of need. A consistent lesson plan template and standard will be developed across content areas during curriculum writing, along with reteach and assessments embedded.	The district - level leadership team will provide structure to campus level - level leaderships to develop specific areas of data - driven instruction and observation and feedback. The team will provide exemplars for data analysis and reteach plans.	
District Commitment Theory of Action	If the district policies and practices support effective instruction and planning in schools by ensuring proper focus is placed on teacher lesson exemplars, curriculum writing and curriculum roll-outs, then campus Instructional Leadership Team can transition from providing basic foundational feedback to assessing the level of rigor, frequency of checks	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and aggressive interventions.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Create detailed lesson plans, aligned with the course Year - at - Glance, scope and sequence, and filled with frequent Checks for Understanding (CFUs). .	5.1	2/15/2121 - 5/28/2121	Lesson plan templates, Course YAGs; Course Scope and Sequences	Teachers, Content AP's, Interventionists	Leadership Team meeting agendas; artifacts from the calibration; More exemplar lesson plans to review	4/12/2121		
Create/utilize common formative assessments to	5.3	2/15/2121 - 5/28/2121	Common formative assessments; Eduphoria	Teachers, Content AP's, Interventionists	PLC meeting agendas; artifacts from the data analysis; data from common formative assessments	4/12/2121		
Lesson plans will be posted outside of the classro	5.1	2/15/2121 - 5/28/2121	Lesson Plan Template, Lesson Plans; Hardware to store lesson plans	Teachers	Content area AP's create a weekly checklist to monitor task	4/12/2121		

Include exemplars and student work samples to guide collaborative discussion during PLCs.	5.3	2/15/2121 - 5/28/2121	Exemplar student work along with work needing refinement	Teachers, Content AP's, Interventionists	PLC agendas; artifacts from student work review; increase in student academic performance	4/12/2121		
Create a campus repertoire of exit tickets by content area in order to check for understanding.	5.3, 5.1	2/15/2121 - 5/28/2121	Lead4ward site, other sites with exit ticket suggestions and best practices	Teachers, Content AP's, Interventionists	Google file arranged by content, then by TEKS that house the many ways to assess a standard	4/12/2121		
Build capacity in identifying misconceptions when conducting error analyses to guide in the reteaching component of lesson planning.	5.1, 5.3	2/15/2121 - 5/28/2121	Lead4ward, student work and assessment data (Eduphoria and other data sources); See It, Name It, Do It Protocol	Teachers, Content AP's, Interventionists	PLC Lesson Planning videos that highlight the discussion of common misconceptions, error analysis and best practices for teaching a concept	4/12/2121		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?					
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?					
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	<table> <tr> <th>Carryover Action Steps</th><th>New Action Steps</th></tr> <tr> <td></td><td></td></tr> </table>	Carryover Action Steps	New Action Steps		
Carryover Action Steps	New Action Steps				

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Fehl Price Classical Academy

Mrs. Anetra Cheatham

Campus Number:

Superintendent Name:

123910131

Dr. Shannon Allen, BISD
Dr. Ericka Johnson Allen, RES

Date:

Friday, November 06, 2020



Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Beaumont ISD/Responsive Education Solutions	Campus Name	Fehl-Price Classical Academy	Superintendent	Dr. Johnson Allen (RES), Dr. Allen (BISD)	Principal	Khristina Goady
District Number	TX-123910 (BISD)	Campus Number	000000131	District Coordinator of School Improvement (DCSI)		ESC Number	5
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2019-2020	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Monica Mahfouz
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI		I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				Mrs. Anetra Cheatham 12-9-20	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>		I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.				E. Johnson Allen 11-6-2020	
Principal		I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.				Khristina Goady, Campus Director 11/6/2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: For the 2020-2021 academic year, our campus will increase our Domain 1 performance by 7 points from the 2019 STAAR data as outlined in our contract and district commitments. Rationale: According to our 2019-2020 MOCK STAAR data, we were able to meet our first year performance goal, so we believe that achieving our year two goal of a 7 point increase in Domain 1 is feasible. By ensuring that our campus focuses on a concerted effort toward offering high quality learning experiences for all scholars and effective professional development for educators, we can achieve the year two goal. Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a component score of 40 for the 2020-2021 academic. Rationale: After analyzing the 2019-2020 MOCK STAAR data and comparing our school's performance to other schools with similar demographics, we believe that achieving this goal is possible for our scholars, as we will continue to offer high quality educational experiences to our face-to-face and virtual scholars. Domain 3: For the 2020-2021 academic year, our campus will increase our Domain 3 performance by 7 points from the 2019 STAAR data as outlined in our contract and district commitments; focusing on our Economically Disadvantaged, African American and SPED subpopulations. Rationale: In previous years, scholars in our identified subpopulations performed lower than their counterparts in all content areas, we believe that achieving this goal is possible for our scholars, as we will continue to offer high quality educational experiences to our face-to-face and virtual scholars.			
	What changes in student group and subject performance are included in these goals?			Domain 1: This year, we will focus on our grades 3-5 ELAR and grade 4 Writing as our preliminary data indicates low performance in these content areas. Low performance in these areas will continue to impact our student outcomes. Additionally, we will continue to prioritize master and progress towards mastery for all scholars in all content areas. Domain 2: We are prioritizing our scholars who are economically disadvantaged and their achievement in all content areas for Domain 2. Domain 3: We are targeting scholars who are economically disadvantaged, english language learners and scholars receiving SPED services for Domain 3.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			N/A			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				3 - Beginning Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Beginning Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3 - Beginning Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4 - Partial Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial Implementation			
5.3 Data-driven instruction.				3 - Beginning Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		

Essential Action	5.3	1.1	
Rationale	The campus is prioritizing DDI as a focal point for how we approach scholar academic achievement and progress monitoring of scholar growth. The campus has made significant progress in EA5.1 with a focus on alignment and rigor in lesson planning. EA 5.3 is a next step in driving performance and responding to achievement gaps identified for reteaching.	EA 1.1 will allow us to build leadership capacity and develop knowledge and skills that will enable leaders to effectively support teacher development and ultimately improve classroom performance.	
How will the campus build capacity in this area? Who will you partner with?	We will provide resources and support to the instructional leadership team as they work to coach and assist educators to improve instructional practices. We will seek out Region 5 ESC-TIL as potential partner for this work. Professional development will also be offered to build capacity in this area and leveraging the GBF model to accelerate growth for educators and scholars.	The campus will coordinate with Region 5 to determine appropriate professional development opportunities and capacity building strategies to support educators professional growth.	
Barriers to Address throughout this year	Scholar engagement in the virtual setting is a concern. Spring data shows that 42 percent of our scholars were not engaging consistently in virtual learning, and only 57 percent of the total school population has returned to campus for face-to-face instruction as of October 2020. Several staff members are untrained on the WDM protocol and will need significant support in this area.	Currently, we have new instructional support staff who lack prior experience with coaching adults, and this serves as a barrier to implementation. Also, the culture of coaching and frequent feedback has yet to be fully established.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Goals and priorities are discussed in weekly faculty meetings along with the campus vision and core beliefs. Discussions around campus goals are ongoing. Leaders will collect data and share early wins with staff to build buy-in through frequent reports on progress and performance.	This goal and expectations will be embedded in weekly ILT meetings. All educators will be informed of the coaching cycle and rationale for feedback. Teachers will have the opportunity to engage in experiences that allow them to provide feedback to their peers, and also receive feedback throughout the year. Leaders will identify and praise successful coaching experiences and outcomes that is grounded in data.	
Desired Annual Outcome	All educators and instructional leaders will use a corrective instruction action planning process with fidelity, individually and in PLCs to analyze data, identify trends in scholar misconceptions, determine the root cause as to why scholars may not have learned the concept(s), and create plans to reteach.	Principal improves campus leaders through regularly scheduled job-embedded professional development. These development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	
District Commitment Theory of Action	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then we will be able to effectively track student progress and provide aligned training to address gaps and build educator capacity.	If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs then we will be able to make necessary adjustments to our instructional program to meet the needs of our scholars.	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2020 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Mastery/Masters for your campus in column H in the form App/Mastery/Ma (for example: 60/20/20).

If you prefer to enter the data by each grade level, you may still come to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Mastery, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 2, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column 5. You will choose which tested subject to track for these indicators.

For STA Specialized can support you in selecting these focus areas. Just like in Domain 1, please include the 2020 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement: Track Mastery ONLY

If tracking Student Success (SSIS) track an average of Approaches, Mastery and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CSDE

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2020 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify which assessment you are using to track the progress of students (in a prior for TELPAS). You can adjust the data you provide, based on the data per campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TIA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub-Matrix	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Mastery and Masters	3rd	All	Reading	Approaches	STAAR	65%				Interim 1 STAAR	65%		STAAR	50%		100%	
		3rd	All	Reading	Mastery	STAAR	10%				Interim 1 STAAR	10%		STAAR	20%		10%	
		3rd	All	Reading	Masters	STAAR	4%				Interim 1 STAAR	11%		STAAR	14%		11%	
		3rd	All	Mathematics	Approaches	STAAR	20%				Interim 1 STAAR	20%		STAAR	20%		100%	
		3rd	All	Mathematics	Mastery	STAAR	7%				Interim 1 STAAR	12%		STAAR	17%		10%	
		3rd	All	Mathematics	Masters	STAAR	4%				Interim 1 STAAR	9%		STAAR	14%		100%	
		4th	All	Reading	Approaches	STAAR	12%				Interim 1 STAAR	17%		STAAR	62%		47%	
		4th	All	Reading	Mastery	STAAR	11%				Interim 1 STAAR	16%		STAAR	21%		16%	
		4th	All	Reading	Masters	STAAR	1%				Interim 1 STAAR	6%		STAAR	11%		10%	
		4th	All	Mathematics	Approaches	STAAR	27%				Interim 1 STAAR	32%		STAAR	37%		42%	
		4th	All	Mathematics	Mastery	STAAR	11%				Interim 1 STAAR	14%		STAAR	12%		14%	
		4th	All	Mathematics	Masters	STAAR	2%				Interim 1 STAAR	7%		STAAR	11%		16%	
		5th	All	Reading	Approaches	STAAR	11%				Interim 1 STAAR	60%		STAAR	61%		100%	
		5th	All	Reading	Mastery	STAAR	14%				Interim 1 STAAR	28%		STAAR	16%		100%	
		5th	All	Reading	Masters	STAAR	11%				Interim 1 STAAR	61%		STAAR	21%		16%	
		5th	All	Mathematics	Approaches	STAAR	60%				Interim 1 STAAR	61%		STAAR	70%		70%	
		5th	All	Mathematics	Mastery	STAAR	18%				Interim 1 STAAR	21%		STAAR	16%		100%	
		5th	All	Mathematics	Masters	STAAR	1%				Interim 1 STAAR	10%		STAAR	11%		20%	
		5th	SS	Science	Approaches	STAAR	28%				Interim 1 STAAR	14%		STAAR	16%		100%	
		5th	SS	Science	Mastery	STAAR	4%				Interim 1 STAAR	11%		STAAR	16%		21%	
		5th	SS	Science	Masters	STAAR	1%				Interim 1 STAAR	1%		STAAR	16%		11%	
		6th	All	Writing	Approaches	STAAR	18%				Interim 1 STAAR	45%		STAAR	46%		14%	
		6th	All	Writing	Mastery	STAAR	9%				Interim 1 STAAR	14%		STAAR	11%		24%	
		6th	All	Writing	Masters	STAAR	2%				Interim 1 STAAR	1%		STAAR	16%		100%	
2. Domain 2 Focus 1	Focus 1 Components (Choose two targets to track the Academic Achievement or Student Success indicators)	6th-10th	ELA SS	Reading	Mastery	STAAR	11%				Interim 1 STAAR			STAAR				
		6th-10th	History	Reading	Mastery	STAAR	24%				Interim 1 STAAR			STAAR				
3. Domain 2 Focus 2	Focus 2 Components (Choose two targets to track the Academic Achievement or Student Success indicators)	6th-10th	Special Ed (Current)	All	All	STAAR	18%				Interim 1 STAAR			STAAR				
		6th-10th	ELA SS	All	All	STAAR	14%				Interim 1 STAAR			STAAR				
4. Domain 2 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS					Interim 1 STAAR			STAAR				

CYCLE 1 90-DAY OUTCOMES (September - November)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	1.1	
Desired Annual Outcome	All educators and instructional leaders will use a corrective instruction action planning process with fidelity, individually and in PLCs to analyze data, identify trends in scholar misconceptions, determine the root cause as to why scholars may not have learned the concept(s), and create plans to reteach.	Principal improves campus leaders through regularly scheduled job-embedded professional development. These development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then we will be able to effectively track student progress and provide aligned training to address gaps and build educator capacity.	If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs then we will be able to make necessary adjustments to our instructional program to meet the needs of our scholars.	

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	1.1	
Desired Annual Outcome	All educators and instructional leaders will use a corrective instruction action planning process with fidelity, individually and in PLCs to analyze data, identify trends in scholar misconceptions, determine the root cause as to why scholars may not have learned the concept(s), and create plans to reteach.	Principal improves campus leaders through regularly scheduled job-embedded professional development. These development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	
Desired 90-day Outcome	Educators will implement corrective instructional action plans based on BOY data to provide differentiated and individualized learning experience to scholars. The corrective instructional action plans will increase scholar achievement on district interim and MOY assessments.	Instructional leaders will implement best practices that they have acquired from professional development to support classroom teachers with instructional planning and preparation.	
Barriers to Address During this Cycle	Scholar engagement in the virtual setting is still a major concern, so having a cohesive plan of action for the implementation of at-home assessments that provide authentic data is a barrier this year due to distance learning. Spring 2020 data shows that only 58 percent of our scholars engaging in virtual learning. Several staff members are new teachers and lack the training required to effectively implement DDI practices.	Currently, we have new instructional support staff who lack prior experience with coaching adults, and this serves as a barrier to implementation. Also, the culture of coaching and frequent feedback has yet to be fully established.	
District Actions for this Cycle	The district will continue to provide effective educator professional development opportunities to build capacity for educators to hone 21st Century instructional practices, and become proficient in DDI practices.	The district will continue to provide professional development and resources for the Campus Director to ensure instructional leaders receive the support and training required to continue to bridge gaps in professional expertise.	
District Commitment Theory of Action	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then we will be able to effectively track student progress and provide aligned training to address gaps and build educator capacity.	If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs then we will be able to make necessary adjustments to our instructional program to meet the needs of our scholars.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
District Interim Data Dig/Vertical Data Articulation	5.3	November-February	MOY Data Sets, Leverage Leadership/Get Better Faster (Data discussion templates)	Campus Director/CICs	Academic MOY Data	February 2021	Limited Progress	
"Using Data to Inform Instruction"-Data-Driven Instructional Practices PD	5.3	September 8th & On-going during weekly PLCs	Google Slides PD Presentation/Educator Accountability Resources	CICs/Interventionists	Academic MOY Data	January 2021	Some Progress	
"Effective TEKS-Aligned Lesson Planning" PD	5.3	September 8th & On-going during weekly PLCs	Google Slides PD Presentation/Educator Accountability Resources	CICs/Interventionists	Academic BOY/MOY Data	January 2021	Some Progress	
Leverage Leadership Book Study & PD	1.1	September 8th & On-going during weekly ILT meetings	Leverage Leadership book	Campus Director/Assistant Campus Director	Coaching Survey-Google form responses from educators and coaches	February 2021	Some Progress	

Weekly ILT ATMs	1.1	September & On-going	Google Slides PD Presentation/ILT Accountability Resources	Campus Director	Rolling Agendas	February 2021	Some Progress	
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?			Carryover Action Steps			New Action Steps		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	1.1	
Desired Annual Outcome	All educators and instructional leaders will use a corrective instruction action planning process with fidelity, individually and in PLCs to analyze data, identify trends in scholar misconceptions, determine the root cause as to why scholars may not have learned the concept(s), and create plans to reteach.	Principal improves campus leaders through regularly scheduled job-embedded professional development. These development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical), then we will be able to effectively track student progress and provide aligned training to address gaps and build educator capacity.	If the district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs then we will be able to make necessary adjustments to our instructional program to meet the needs of our scholars.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Guess Elementary

Mrs. Cheatham

Campus Number:

Superintendent Name:

123910112

Dr. Allen

Date:

Thursday, September 24, 2020



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Beaumont ISD	Campus Name	Guess Elementary	Superintendent	Dr. S. Allen	Principal	Mrs. S. Jenkins
District Number	123910	Campus Number	00000112	District Coordinator of School Improvement (DCSI)	Mrs. A. Cheatham	ESC Number	5
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	Region 5
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Anetra Cheatham 11-17-20	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Dr. Anita Frank 12-9-20	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Mrs. S. Jenkins 12-9-20	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: For the 2020/2021 school year, our campus will increase Our Domain 1 component score from 36 to 50 by increasing the percent Approaching to 70%, Meets to 40%, and Masters to 20%. This will support our campus in achieving an overall C rating for 2021. Rationale: We have added an Instructional Coach and a Reading Coach to support our teaching staff and improve Tier 1 instruction. Reinforcing research based best practices will increase performance for all students making our goal attainable.			
	What changes in student group and subject performance are included in these goals?			Domain 2B: We will be focusing on Domain 2B. Our goal is to increase the component score from 36 to a component score of 50 specifically for our Economically Disadvantaged students in 2021. Rationale: We have an Economically Disadvantaged percentage of 76%. By focusing on the achievement of this population, we will also meet the needs of other subgroups as well.			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			Domain 1: Domain 1: For the 2020/2021 school year, our campus will increase Our Domain 1 component score from 36 to 50 by increasing the percent Approaching to 70%, Meets to 40%, and Masters to 20%. This will support our campus in achieving an overall C rating for 2021. Rationale: We have added an Instructional Coach and a Reading Coach to support our teaching staff and improve Tier 1 instruction. Reinforcing research based best practices will increase performance for all students making our goal attainable.			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				4 - Partial Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Beginning Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3 - Beginning Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4 - Partial Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				3 - Beginning Implementation			
5.3 Data-driven instruction.				3 - Beginning Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.3		5.1				
Rationale	Data will show how effective our instructional practices are and will enable us to reteach/ revisit areas of need in a timely manner.		The campus chose to focus on objective- driven daily lesson plans with formative assessments because data driven instruction should be evident in lesson planning. This plan should include all components of the lesson cycle and scaffolded instruction as well as an opportunity to present higher order thinking questions.				

How will the campus build capacity in this area? Who will you partner with?	TIL: Data Driven Instruction (Highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need.)	TIL: Data Driven Instruction (Highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need.) We will participate in the face to face PD at Region 5 and align our lesson plan template with the district rubric to build capacity. We will adjust our lesson plan template to guide teachers during planning for specific components necessary for an effective lesson. We will monitor using an internal rubric.	
Barriers to Address throughout this year	-Lack of familiarity with grade level/ content TEKS. - Sorting through and obtaining inaccurate data that was obtained while students were at-home as well as finding time to retest and to obtain accurate data. - Time management for ILT, instructional leadership training as well as teacher time management.	-Teacher buy-in for more detailed lesson plans that may take more time. -Timely feedback by coaches and mentors on lesson plans due to time constraints.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	The priorities will be communicated to stakeholders at campus events such as Goals Night, STAAR family Night, etc. to further explain our vision for student achievement. We will present it in a platform where stakeholders can ask questions so that all will show ownership of our campus priorities.	The priorities will be communicated to stakeholders at campus events such as Goals Night, STAAR family Night, etc. to further explain our vision for student achievement. We will present it in a platform where stakeholders can ask questions so that all will show ownership of our campus priorities.	
Desired Annual Outcome	By the end of the 2020-21 school year, data- driven instruction will be evident on our campus through targeted assessments based on the standards not mastered by students, and meeting with teachers after these assessments with DDIs to analyze and plan for reteach as needed 100% of the time.	By the end of the 2020-21 school year, objective- driven daily lesson plans with formative assessments will be evident in our classrooms. Teachers will use PLCs to work collaboratively to plan parts of a lesson and produce know and show charts independently as evidence.	
District Commitment Theory of Action	If the district supports the campus with this focus then, we will develop campus instructional leaders with clear roles and responsibilities. The district annual academic calendar includes days for school professional development activities that align with the	If the district supports the campus with this focus then, they will provide access to assessments aligned to the standards and expected levels of rigor. This will allow us to group and tier student accordingly and plan for intervention.	if....then,

CYCLE 1 90-DAY OUTCOMES (September - November)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Desired Annual Outcome	By the end of the 2020-21 school year, data- driven instruction will be evident on our campus through targeted assessments based on the standards not mastered by students, and meeting with teachers after these assessments with DDIs to analyze and plan for reteach as needed 100% of the time.	By the end of the 2020-21 school year, objective- driven daily lesson plans with formative assessments will be evident in our classrooms. Teachers will use PLCs to work collaboratively to plan parts of a lesson and produce know and show charts independently as evidence.	
Desired 90-day Outcome	Have the grade level chair co-host a data-driven PLC where we follow DDI protocol. Using this data, teachers will reteach the prioritized standards within 3 days of the DDI meeting.	50% of our teachers should be proficient at formulating lesson plans based on our planning rubric. These plans should include at least one higher order thinking question.	
Barriers to Address During this Cycle	-Grade level chairs receiving DDI training within time frame.	-Teachers are not familiar with higher order questioning or questioning tools. -Teachers are not familiar with the planning rubric. -Teachers are not familiar with lesson plan template.	
District Actions for this Cycle	The district will provide additional support for DDI training.	The district provided a rubric and lesson plan template that we can adjust for our needs to include all portions of the lesson cycle.	
District Commitment Theory of Action	If the district supports the campus with this focus then, we will develop campus instructional leaders with clear roles and responsibilities. The district annual academic calendar includes days for school professional development activities that align with the assessment calendar and allow for data driven reflection.	If the district supports the campus with this focus then, they will provide access to assessments aligned to the standards and expected levels of rigor. This will allow us to group and tier student accordingly and plan for intervention.	if....then,

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Desired Annual Outcome	By the end of the 2020-21 school year, data- driven instruction will be evident on our campus through targeted assessments based on the standards not mastered by students, and meeting with teachers after these assessments with DDIs to analyze and plan for reteach as needed 100% of the time.	By the end of the 2020-21 school year, objective- driven daily lesson plans with formative assessments will be evident in our classrooms. Teachers will use PLCs to work collaboratively to plan parts of a lesson and produce know and show charts independently as evidence.	
Desired 90-day Outcome	PLCs are lead by administrators and grade level chair. Data meetings are conducted to target specific TEKS and strategies.	Teachers plan for teaching of prioritized standards with know and show in mind. Teachers use exemplars to plan for success, anticipate misconceptions and create asesments that meet the needs of their studnts.	
Barriers to Address During this Cycle	Training of staff members regarding the components of DDI and familiarity of the TEKS.	Inconsistency of proficient lesson plans. One lesson plan template which will consist of desired components.	
District Actions for this Cycle	Provide professional development on how to collect and analyze data. Professional development sessions "unpacking" the TEKS.	Provide a rubric accepted across the district to assist teachers in planning. The rubric establishes consistent expectations.	
District Commitment Theory of Action	If the district supports the campus with this focus then, we will develop campus instructional leaders with clear roles and responsibilities. The district annual academic calendar includes days for school professional development activities that align with the assessment calendar and allow for data driven reflection.	If the district supports the campus with this focus then, they will provide access to assessments aligned to the standards and expected levels of rigor. This will allow us to group and tier student accordingly and plan for intervention.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Provide effeicent and timely feedback on lesson plans.	5.1	Oct 19th/ June 6 2021	Campus lesson plan template, district	Reading coach, instructional coach	Increase in student achievement	Weekly		
Train teacher on lesson plan rubric, so they can rate themselves before submitting.	5.1	Nov 2/	lesson plan rubric	Reading coach, instructional coach	PLC agenda and minutes	Ongoing		
Mentorship/ coaching to include planning components for teacher assistance	5.1	October 2020	Coaching Planning sheets	coaches, principal, assistant principal	Assignments of coaches, Coaching	Ongoing		
Train leadership members with DDI protocol	5.3	November 2020	Videos	ILT	Calendars; videos; sign in sheets	Ongoing		
Train teachers in the use of aggressive Monitoring with fidelity.	5.3	November 1	Videos	Assistant Principal	Sign in sheets	Dec 2020		
Conduct DDI meetings after campus/ district based assessments	5.3	10//2020	Assessments/ sign in sheets	ILT	Calendar; agendas	Ongoing		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Desired Annual Outcome	By the end of the 2020-21 school year, data- driven instruction will be evident on our campus through targeted assessments based on the standards not mastered by students, and meeting with teachers after these assessments with DDIs to analyze and plan for reteach as needed 100% of the time.	By the end of the 2020-21 school year, objective- driven daily lesson plans with formative assessments will be evident in our classrooms. Teachers will use PLCs to work collaboratively to plan parts of a lesson and produce know and show charts independently as evidence.	
Desired 90-day Outcome	80% of students master priority standards after reteach	Teachers make adjustments to lesson plans based on recurring analysis of exit tickets (observed by PLC lead in PLCs)	
Barriers to Address During this Cycle	Nothing new - quality/rigor of retest questions?	Balancing planning adjustments w/ space in the scope and sequence; teacher buy in	
District Actions for this Cycle	Principal supervisor ensures that unit tests are edited with clear instructions that students show all	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit	
District Commitment Theory of Action	If the district supports the campus with this focus then, we will develop campus instructional leaders with clear roles and responsibilities. The district annual academic calendar includes days for school professional development activities that align with the assessment calendar and allow for data driven reflection.	If the district supports the campus with this focus then, they will provide access to assessments aligned to the standards and expected levels of rigor. This will allow us to group and tier student accordingly and plan for intervention.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
All students track their data on mastery and ILT meetings analyze 9 week test results and PLCs follow 5 week cycle - 1) Common assessment Weekly one-on-one meetings with Principal	5.3	March 1, 2021	Student data trackers (hard copy)	ILT (to train/push out to teachers)	Copies of student trackers	March 1st (although		
	5.3	March 29, 2021	Data tracker, obs calendars	Principal & Assistant Principal	Obs calendars	March 29, 2021		
	5.3	Ongoing (routine established in Cycle	PLC calendar and PLC agendas	ILT	LC calendar and PLC agendas;	Ongoing		
	5.3	Ongoing (routine established in Cycle	Meeting agendas, ILTs' calendars, data	Principal & Assistant Principal	Calendar; agendas	Ongoing		
Lesson plan audits by teachers and feedback provided	5.1		Lesson plans, rubric, feedback	ILT and classroom teacher	Lesson plans and feedback form	Various		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

Campus Information						
District Name	Beaumont ISD	Campus Name	PLA@Jones-Clark ES	Superintendent	Dr. Shannon Allen	Principal
Ms. Stephanie Hayes						
District Number	123910	Campus Number	123910002	District Coordinator of School Improvement (DCSI)		ESC Support
Assurances						
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.			Randall Maxwell		
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.			Alain Frankiweitz		
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.			Stephanie Hayes 9/20/2019		
Board Approval Date						
Needs Assessment						
Data Analysis Questions		What accountability goals for each Domain has your campus set for the year?	Domain 1: 70, Domain 2: 70, Domain 3: 65			
		What changes in student group and subject performance are included in these goals?	Our student outcomes significantly low in all subject areas. Our goal is to see a 10 percentage point increase on both Reading and Math STAAR in each grade level. 5th Grade Science STAAR increase from 12% to 40%.			
		If applicable, what goals has your campus set for CCMR and Graduation Rate?	n/a			

Self-Assessment Results (To be completed if the campus HAS NOT had an ESF Diagnostic)				
Use the completed Self-Assessment Tool to complete this section				
Essential Action		Implementation Level (1 Not Yet Started - 5 Fully Implemented)		
1.1 Develop campus instructional leaders with clear roles and responsibilities.		5		
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		3		
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.		3		
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		4		
5.1 Objective-driven daily lesson plans with formative assessments.		1		
5.3 Data-driven instruction.		2		
Essential Action		Prioritized Focus Area #1		Prioritized Focus Area #3
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.		5.1 Objective-driven daily lesson plans with formative assessments.		5.3 Data-driven instruction.
Rationale	Over the past four years PLA@ Jones-Clark has had a high teacher turnover rate as well as a high number of substitute teachers in tested content area classes resulting in low passing STAAR scores. Staff morale has been consistently low.	For several years there hasn't been consistency with teachers utilizing their planning period to effectively plan lessons that engage scholars and meet the rigor needed to master STAAR , no feedback on lesson plans. Observations show that it's likely that many aren't planning/collaborating with grade level/content area teams; if DDI is going to be effective, we need to strengthen lesson planning, team collaboration (with DOLs) and our		PLCs did not focus on data analysis or effective responses (reteach) from the data analysis; no real process in place for ILT or teachers to analyze unit tests (or any other tests) for the purposes of effective reteach.
Desired Annual Outcome	Retain 80% of teaching staff to build a culture of consistent high expectations and alignment to the mission. Build lasting and solid relationships within and across the campus where all teachers and staff feel they are heard and have value.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans		PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include reteach on reteach items.
Barriers to Address During the Year	Effective Mentorship for new teachers, intentional time allotted in scheduling for mentors to meet with mentees	ILT's skill and confidence in giving feedback on lesson plans; ILT's ability to get into content-specific discussions; teacher receptivity to planning (and feedback)		ILTs ability to roll out DDI to teachers (both from an effective PD and teacher buyin) ; time management for ILT to ensure leader prep is done and high quality

District Commitment Theory of Action: If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.	
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)	
Date of ESF Diagnostic	
Prioritized Focus Area #1	
Prioritized Focus Area #2	
Prioritized Focus Area #3	
Essential Action	
Desired Annual Outcome	
Barriers to Address During the Year	
District Commitment Theory of Action	
Prioritized Focus Areas for Improvement	Capacity Builder

		Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action		2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.			5.3 Data-driven instruction.		
Desired Annual Outcome		PLA @ Jones Clark Elementary will retain 80% of current staff striving to create a supportive management environment through Campus leadership opportunities, utilizing mentoring program, keeping up to date with educational technology and practices via virtual learning, studying incentive programs, outsourcing a partnership with community resources, and meeting the challenges of education through effective professional developments.	Teachers use recurring PLC meetings to collaboratively plan parts of lessons (know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans			Data discussions are occurring weekly, after nine week assessments, and daily data collections become common practice through the use of various check for understandings, aggressive monitoring. From data collections, small group instruction is fluid and targeted to meet the individual needs of every scholar.		
Desired 90-day Outcome		Evidence of staff surveys and professional learning labs modeling the use of technology. Established weekly communication to share technology tools to empower teachers transitioning from face to face model to blended. Identify mentors for new team members to campus and new to grade levels.	PLCs prioritize planning based on standards, creation of daily learning targets (student friendly objectives), creation of exit tickets and common assessments. Every third planning PLC is structured around feedback on rigor and alignment to standards from PLC lead as well as common assessments alignment to standards.			Teachers use data from data discussions to identify individual scholar needs, build intervention plans and progress monitor. Scholars mastery on assessments will show improvement from checkpoint to checkpoint.		
Barriers to Address During this Cycle		Sample Space- 100% of all voices represented. Teachers mentoring teachers with the new demands of blended learning. Everyone is first year.	Establishing the norm for PLC protocols for PLA@Jones Clark Elementary. New teacher understanding what/how to break down the standard to identify activities and material that align to the rigor of that standard.			Knowledge of effective data clean-up, data collection, data analysis, evidence of learning		
District Actions for this Cycle		Principal supervisor attends DDI training with ILT and begins every other week coaching of principal, with coaching focus on implementation plan, pd plan for DDI roll out, and systems that protect ILT's time to focus on instructional needs.	Principal supervisor supports ILT in accessing unit tests in advance and identifying which standards are prioritized in unit test to support PLC planning.			Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI		
District Commitments Theory of Action		If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.						
Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Pair New Teachers with Mentores	2.1	Aug 31			ILT calendar, meeting agendas and meeting minutes	Ongoing		

Cycle 1 (Sept-Nov)

BOY Staff Survey	2.1	Sept- Nov	Google Forms	Principal	Implementation plan; attendance sign in	Sept. 18th	Met	
Train the trainer Model for PLC Protocol	5.1	Sept	Virtual Meeting Protocols/ Consistent Format for Leaders	Principal	Teacher work products from each training	After each PLC through Oct. 4th		
PLC Calibrations for Feedback to Instructional Leaders to support new Instructional Leaders	5.1	Sept- Nov	PLC Look-Fors	Principal/ Assistant Principal	Emailed Feedback to Coaches	on-going		
Teaches use TEKS scaffolding document to create intervention plans for TIER 3 scholars	5.1,5.3	Oct. 25th	Leadward scaffolding document, monthly calendar, assessment data	ILT	Teacher TIER 3 calendar with scholar names and standards to address	Nov. 20th		
Creation of virtual/Face to face exit ticket data tracking tool for PLC leads and teachers	5.3	Oct. 30th	Data tracking tool	ILT	Existence of data tracking tool	Nov. 12th	Some Progress	
Weekly planning PLC focused on planning with real-time guidance and feedback from PLC lead to support new teachers	2.1, 5.1	Nov. 1st	Feedback cheat sheet for PLC leads	ILT	Principal obs of PLC meetings	Nov. 1st		
ILT meetings and analyze unit assessments, nine week assessment results and arrange observation calendar to prioritize feedback to teachers with lower student mastery	2.1,5.3	Nov. 6th	Data tracker, obs calendars, coaching cycles	ILT	Obs calendars	Nov. 6th	Met	
Conduct weekly common assessments being sure to reassess all recaught standards	5.3	Nov. 20	PLC leads need data trackers, prioritized standards, common assessment bank	ILT	Copies of common assessments w/ retested standards	Ongoing	No Progress	Campus does not have a common assessment bank that aligns to the rigor of standards.
Teachers and PLC leads use data tracker for all common assessments and unit tests	5.3	Nov. 29	Data tracker google drive	ILT	Data tracker	Ongoing	On Track	Begin tracking weekly assessment data now that common assessment bank is available.
Provide weekly lesson plan feedback to teachers	2.1, 5.3	October 1	lesson plans	ILT	Copies of lesson plans with ILT feedback	Ongoing	On Track	Continue to provide feedback to teachers focusing on specific components of the plan
Conduct weekly callobrated walk through observations based on data from lesson plan and assessments	2.1,5.1	Oct. 30	Coaching Cycle Domain cheat sheet	ILT	Calendared callobration	Ongoing	On Track	Continue the weekly walk-throughs but adding instructional support staff and teachers. Lesson plan

Reflection and Planning for Next 90-Day Cycle

Cycle 2 90-Day Outcomes (December-February)						
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3			
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.			
Desired Annual Outcome	PLA @ Jones Clark Elementary will retain 80% of current staff through continued incentivizing of staff, organizing monthly staff socials, ILT visibility in classrooms to support instruction and professional growth for the team. Incorporate SEL strategies for the staff by full implementation of a staff mindfulness room. Continue organizing professional developments that model strategies to incorporate in class, and implementing strategic opportunities for colleagues to provide feedback to other colleagues.	Teachers use backward planning during lessonplanning to aid in increasing the rigor of prioritized standard using lead4ward IQ documents and district curriculum map.	Data PLCs lead by instructional leadership team following DDI protocol after unit assessments, benchmark assessments, and nine week assessment. Low performing standards are spiraled back on weekly assessment after reteach/data clean-up.			
Desired 90-day Outcome	85% of staff directly experience and participated in a monthly social activity. ILT intentional visibility in classes for team members who continue to struggle. Release some responsibilities to team leads to build stronger campus leadership roles for teacher leaders.	Teachers plan for teaching of prioritized standards and assessing mastery using daily exit tickets and common weekly assessments on a recurring basis as observed by PLC leads durig planning PLC, instructional leadership team as observed in lesson plans and spiraled weekly standards on common assessment based on data.	Conduct data PLCs with fidelity for common weekly assessments as well as unit assessments and grading period assessments			
Barriers to Address During this Cycle	Struggling teachers inability to see their struggles and feel targeted due to an increase in visibility by instructional leadership team in their specific classes. Teacher leader struggle to lead team due to relationships. ILT not able to dedicate time to visit struggling teachers as often as needed.	Teacher maintain/creating quality lesson plans and rigorous weekly assessments (DOK 3) o address prioritized standards as well as low performing standards. Frequency of feedback on lesson plans with specific areas to adjust from instructional leadership team.	Quality of weekly common assessments that align to standards and rigor of STAAR			
District Actions for this Cycle	Principal supervisor attends DDI training with ILT and continues every other week coaching of principal, with coaching focus on conducting data meetings and translating unit test results into observation plans	Principal supervisor supports ILT by ensuring team can access unit tests in advance to identify alignment of prioritized standards in unit test to support PLC planning.	Principal supervisor ensures that unit tests are edited with clear instructions that students show all their work on the assessment itself so teachers can use for DDI; PS also ensures unit tests are graded and returned to campus within two days.			
District Commitments Theory of Action	If the principal supervisor provides regular coaching to the principal on the implementation of DDI and the principal's development of the instructional leadership team, and the district ensures that the campus has access to high-quality unit tests for all tested grades and subjects, and the district commits to providing test results back to the campus within two days from the assessment, then the campus will be able to establish strong data-driven instructional practices, improve the quality and frequency of lesson plans and formative assessments, and campus leaders will more frequently, effectively, and with greater role clarity engage in instructional leadership activities.					
Action plan-Milestones						
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date
PLCs follow -1)Backward planning design; 2)Common Assessment Creation 3) ; Exit ticket analysis and reteach; 4) Full data meeting on common assessment results and data clean-ups	5.1, 5.3 Dec. 6		PLC calendar and PLC agendas	Assistant Principal -	PLC calendar and PLC agendas; principal obs of PLCs	Ongoing
						On Track
						ILT observe two planning PLC to provide immediate feedback on process, pacing, and assessment questions used for weekly assessment.

END OF YEAR REFLECTION			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome		Teachers use recurring PLC meetings to collaboratively plan parts of lessons (know & show charts, objectives, and exit tickets) and ILT leading meetings give feedback in meetings to help improve lesson plans	PLCs are lead by ILT and follow DDI protocol after all unit tests (9 weeks) and for common assessments (teacher created) in between unit tests. Common assessments include retest on reteach items.
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)							
The purpose of this 90-Day action plan is to prepare for the upcoming school year.							
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.							
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3				
Essential Action	Evidence of staff surveys and professional learning labs modeling the use of technology. Established weekly communication to share technology tools to empower teachers transitioning from face to face model to blended. Identify mentors for new team members to campus and new to grade levels.	PLCs prioritize planning based on standards, creation of daily learning targets (student friendly objectives), creation of exit tickets, and common assessments. Every third planning PLC is structured around feedback on rigor and alignment to standards from PLC lead as well as common assessments alignment to standards.	Teachers use data from data discussions to identify individual scholar needs, build intervention plans and progress monitor. Scholars mastery on assessments will show improvement from checkpoint to checkpoint.				
Rationale							
How will you communicate these priorities to your stakeholders? How will you invest them?							
Desired 90-Day Outcome							
Who will help the campus build capacity in this area?							
Barriers to Address							
District Actions for this Cycle							
District Commitments Theory of Action							
Action plan-Milestones							
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone
							Necessary Adjustments/Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Dr. Martin Luther King, Jr. Middle School	Mrs. Anetra Cheatham
Campus Number:	Superintendent Name:
123910043	Dr. Shannon Allen
Date:	
Wednesday, December 09, 2020	



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Beaumont ISD	Campus Name	Dr. Martin Luther King, Jr. Middle School	Superintendent	Dr. Shannon Allen	Principal	Julie Corona
District Number	123910	Campus Number	000000043	District Coordinator of School Improvement (DCSI)	Anetra Cheetham	ESC Number	5
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	Region 5

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Mrs. Anetra Cheetham 12-9-20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Randall Maxwell 12-9-20
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Julie Corona November 6, 2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 2020-2021 school year, our campus will increase the Domain 1 (Student Achievement) scaled score from a 52 to 56 by increasing the number of students who approached grade level from 49% to 59%; and increasing our 18% Meets to 20% Meets; and 4% Masters to 5% Masters Rationale: Currently, approximatley 50% of our students participate in on-campus instruction while the remaining students participate virutally. As our teachers monitor and adjust instruction to meet the needs of all students we foresee these targets to be feasible. Per our Effective Schools Framework Data Analysis we will focus on developing a strong instructional leadership team with clear roles, responsibilities, and written protocols to lead their department and reinforce the development of objective-driven daily lesson plans. Domain 2B: For the 2020-2021 school year, our campus will increase the Domain 2 (School Progress) scaled score from a 58 to a 60 by focusing on the academic progress of our large Economically Disadvantaged student population. Rationale: Currently our Economically Disadvantaged student population percentage of 90.88% is lower than the 2018-2019 school year. However, we will give our students every opprotunity to achieve at similar or higher levels compared to other schools with similar demographics. Domain 3: For the 2020-2021 school year, our campus will increase the Domain 3 (Closing the Gaps) scaled score from a 42 to a 63by providing on-going professional development in Sheltered Instruction. Rationale: The target for English Language Proficiency (ELP) is 36%. Our campus scored 17% (19 out of 115).
	What changes in student group and subject performance are included in these goals?	Domain 1: Although, our EL group tends to Our African American subgroup is struggling in all content areas and Domain 2B: As a Title I campus, our priority is to increase the academic achievement and/or growth of the Economically Disadvantaged subgroups in reading and math. Domain 3: Overall, our STAAR 2018-2019 indicates the Economically Disadvantaged and African American subgroups tends to perform lower than our Hispanic and English Learner subgroups. Therefore, we will target increasing the academic achievement of our Hispanic and English Learner groups while simultanerously increasing the Economically Disadvantage subgroup.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.1
Rationale	We would like to create clear roles and responsibilities for all members of the Instructional Leadership Team (ILT) that will ultimately lead to an increase in teacher capacity.	We would like to create a positive school culture of high expectations in which staff and students share a common understanding of the school vision and such behavioral expectations are taught, practiced, and reinforced by utilizing a common language aligned to the school vision.	We would like to provide rigorous learning experiences through objective-driven daily lesson plans with formative assessments.
How will the campus build capacity in this area? Who will you partner with?	At full implementation, we will have an updated document reflecting the roles and responsibility for all members of the Instructional Leadership Team (ILT)(Principal, Assistant Principals, and Instructional Coaches). The ILT will have clear expectations to align their calendars to the observation/feedback coaching cycles for each teacher - which will occur at a minimum but not limited to 1 coaching cycle per teacher per month in need of assistance and/or based on student data. ILT members will have a running record of the feedback and action steps they have shared with their teachers. Our goal is to show progress over time to build teacher capacity.	Research indicates that our brain is hard-wired to have pre-conceived notions of economically disadvantaged students in low performing schools. Therefore, we will utilize CHAMPS: A Proactive & Positive Approach to Classroom Management (Randy Sprick's Safe & Civil Schools: Practical Solutions, Positive Results) to teach staff and students the expectations for all common areas and classrooms utilizing STOIC (Structure Your Classroom for Success, Teach Expectations, Observe Student Behavior, Interact Positively, Correct Fluently).	The Instructional Leadership Team will provide on-going campus based professional development designed to establish clear expectations for objective and/or data-driven lesson plans that include but are not limited to clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, and formative assessments.
Barriers to Address throughout this year	The Instructional Leadership Team must receive on-going training regarding effective classroom walkthrough observations with positive/constructive feedback and coaching cycles. The team will need to align district, campus, and individual teacher goals to create common goals that benefit the campus as a whole in regards to campus based professional development and Professional Learning Communities expectations.	Our barrier is the time and human capital (classroom subs) needed to effectively train all teachers/staff to consistently apply the basic principles of CHAMPS and STOIC in order to create a clear vision for the look, sound, feel, goals, and accomplishments of our school and a foundation for an effective management plan that will help achieve our school vision: <i>Dr. Martin Luther King, Jr. Middle School is committed to excellence by providing opportunities for all students, families, and staff that will cultivate leaders with 21st Century Skills. We are learning to communicate, collaborate, to be critical thinkers, technology literate, and culturally diverse.</i>	Our barrier is the time and human capital (classroom subs) needed to effectively train and coach all teachers to develop objective and/or data-driven lesson plans followed by an effective instructional delivery.
How will you communicate these priorities to your stakeholders? How will create buy-in?	In order to create buy-in, the ILT will be defined as an instructional support team designed to assist with classroom management and content support. A needs assessment will be given quarterly. The Campus Leadership Team (CLT) will meet monthly to review the roles and responsibilities of the ILT in order to determine what is working and what is not, review the needs assessment, and make adjustments as needed.	The CHAMPS Committee will be defined as a support team designed to assist with the basic principles of a proactive and positive approach to classroom management. A campus needs assessment will be conducted quarterly. The CHAMPS committee will meet at the end of each 9 weeks period to determine what is working and what is not, review the needs assessment, and make adjustments as needed.	The Instructional Leadership Team will be defined as an instructional support team designed to assist with the planning and delivery of instruction. The ILT will meet weekly to review classroom walkthrough outcomes and next steps for developing campus based professional development
Desired Annual Outcome	Our desired annual outcome is to ensure the ILT has clear and defined roles and responsibilities designed to increase teacher capacity.	Our desired annual outcome is to implement effective management techniques to simultaneously increase student engagement and improve academic achievement.	Our desired annual outcome is to establish clear expectations for lesson planning and the instructional delivery thereof.
District Commitment Theory of Action	If....then,	If....then,	If....then,

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.1
Desired Annual Outcome	Our desired annual outcome is to ensure the ILT has clear and defined roles and responsibilities designed to increase teacher capacity.	Our desired annual outcome is to implement effective management techniques to simultaneously increase student engagement and improve academic achievement.	Our desired annual outcome is to establish clear expectations for lesson planning and the instructional delivery thereof.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1 Develop campus instructional leaders with clear roles and responsibilities	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1. Objective-driven daily lesson plans with formative assessments
Desired Annual Outcome	Our desired annual outcome is to improve campus leaders by establishing clear roles and responsibilities designed to help them lead their department through the use of consistent, written protocols and processes.	Our desired annual outcome is to ensure all students, families, and staff share a common understanding of the school vision and campus expectations.	Our desired annual outcome is to improve teacher capacity.
Desired 90-day Outcome	The desired 90-day outcome is for the Instructional Leadership Team (ILT) to receive training and time to practice how to effectively conduct 10 weekly classroom walkthroughs and a minimum of 3 observation/feedback cycles, weekly PLCs (Professional Learning Communities) and/or DDIs (Data-Driven Instruction).	The desired 90-day outcome is to effectively implement CHAMPS expectations in the classroom and common areas by providing on-going professional development/training and/or support to all students, families, and staff.	Our desired 90-day outcome is to establish clear expectations for objective-driven lesson plans. The campus will provide ongoing content-focused, job-embedded training through PLCs that address the components of an objective-driven lesson plan.
Barriers to Address During this Cycle	The barriers to address during this cycle include the ability of the campus leadership team to consistently conduct PLCs/DDIs, weekly walkthroughs and complete coaching cycles.	The barriers to address during this cycle include historical high levels of student discipline that disrupt the school day in the classroom and common areas due to ineffective management of students while teachers are learning	The barriers to address during this cycle is the ability of the ILT to pro
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
The Instructional Leadership Team will define clear, written, and transparent roles and responsibilities	1.1	Dec. 1, 2020 - October	Job Description, Secondary Disciplinary Action Plan & CHAMPS Expectations, Campus Improvement Plan	Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Feb. 28, 2021		

The Instructional Leadership Team will develop and implement a weekly calendar of core leadership tasks (walkthroughs, observations, PLCs, professional development, coaching cycles, etc.)	1.1	Dec. 1, 2020/Feb. 28, 2021	Eduphoria STRIVE, Eduphoria Forethought, Lesson Plan Template	Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Feb. 28, 2021		
Principal will provide ongoing support for implementation of effective walkthroughs, observations, PLCs, professional development, coaching cycles, etc.	1.1	Dec. 1, 2020/Feb. 28, 2021	Team will receive training on PLCs, DDIs, Sheltered Instruction Training, Cultural Responsive Teaching, Observation/feedback and coaching cycles	Principal	Agenda, Minutes, Handouts, Sign-In Sheets, Certificates of Attendance	Feb. 28, 2021		
Assistant Principals and Instructional Coaches will conduct a minimum of 3 coaching cycles and 10 classroom walkthroughs per week.	1.1, 5.1	Dec. 1, 2020/Feb. 28, 2021	Google Classroom Forms, Eduphoria STRIVE, Coaching Cycle Protocols	APs & Instructional Coaches	Walkthroughs & Coaching Cycles Documentation	Weekly		
Assistant Principals and/or Instructional coaches will conduct weekly PLCs with embedded professional development including but not limited to objective-driven lesson planning, Sheltered Instruction, and Cultural Responsive Teaching.	1.1, 5.1	Dec. 1, 2020/Feb. 28, 2021	Lead4ward, Curriculum, Lesson Plan Template	APs & Instructional Coaches	Agenda, Minutes, Handouts, Sign-In Sheets	Weekly		
Assistant Principal will conduct a CHAMPS committee PLC to conduct a needs assessment to make data-driven decisions.	3.1	Dec. 1/2020/Feb. 28, 2021	Safe & Civil Schools Foundations and CHAMPS program	Assistant Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Quarterly		
The Instructional Leadership Team will develop and train a Campus Leadership Team of teacher leaders with clear roles and responsibilities.	1.1	Dec. 1/2020/Feb. 28, 2021	Roles and Responsibilities of Department Chair	Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Monthly		
Assistant Principal will provide on-going professional development to effectively teach CHAMPS expectations.	3.1	Dec. 1/2020/Feb. 28, 2021	Safe & Civil Schools Foundations and CHAMPS program	Assistant Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Weekly		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	3.1	5.1
Desired Annual Outcome	Our desired annual outcome is to track teacher progress and student success by monitoring the use of consistent, written protocols and processes.	Our desired annual outcome is to ensure all students, families, and staff are taught, practice, and reinforce behavioral expectatons with a common language	Our desired annual outcome is to improve teacher capacity and student performance.
Desired 90-day Outcome	Our desired 90-day outcome is for the Instructional Leadership Team to meet on a weekly basis to focus on teacher outcomes, student progress, and formative data to make data-driven decisions that directly impact positive teacher outcomes and student progress.	The desired 90-day outcome is to effectively reinforce CHAMPS expectations with cultural competence utilizing the skillful classroom management protocol STOIC by providing on-going professional development/training and/or support to all students, families, and staff.	Our desired 90-day outcome is to establish clear expectations for objective-driven lesson plans that include: clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, and differentiated paths of instruction with formative assessments.
Barriers to Address During this Cycle	The barriers to address during this cycle is the ability of the Instructional Leadership Team to utilize teacher and student data to imake effective data-driven decisions that directly impact positive teacher outcomes and student progress.	The barriers to address during this cycle is the ability to address the differences that exist between home and school regarding values, beliefs, and behaviors; and understanding our students literally, economically, and culturally.	The barriers to address during this cycle is the teacher's capacity to d
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Instructional Coaches will provide on-going professional development and support for the development and instructional delivery of objective-driven lesson planning.	5.1	Mar. 1, 2020/May 27, 2020	Lead4ward, Curriculum, Lesson Plan Template, Lesson Cycle	Instructional Coaches	Agenda, Minutes, Handouts, Sign-In Sheets	Bi-Weekly		
Assistant Principal will provide on-going professional development to effectively reinforce CHAMPS with STOIC.	3.1	Mar. 1, 2020/May 27, 2020	Safe & Civil Schools Foundations and CHAMPS program	Assistant Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Weekly		

Assistant Principals and Instructional Coaches will conduct a minimum of 3 coaching cycles and 10 classroom walkthroughs per week.	1.1 , 5.1	Mar. 1, 2020/May 27, 2020	Google Classroom Forms, Eduphoria STRIVE, Coaching Cycle Protocols	APs & Instructional Coaches	Walkthroughs & Coaching Cycles Documentation	Weekly		
Assistant Principals and/or Instructional coaches will conduct weekly PLCs with embedded professional development including but not limited to objective-driven lesson planning, lesson cycle, instructional delivery.	1.1, 5.1	Mar. 1, 2020/May 27, 2020	Lead4ward, Curriculum, Lesson Plan Template, Lesson Cycle	APs & Instructional Coaches	Agenda, Minutes, Handouts, Sign-In Sheets	Bi-Weekly		
The Instructional Leadership Team will meet weekly to track progress towards intended outcomes.	1.1	Mar. 1, 2020/May 27, 2020	Google Classroom Forms, Eduphoria STRIVE, Coaching Cycle Protocols	Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Weekly		
Assistant Principal will conduct a CHAMPS committee PLC to conduct a needs assessment to make data-driven decisions	3.1	Mar. 1, 2020/May 27, 2020	Safe & Civil Schools Foundations and CHAMPS program	Assistant Principal	Agenda, Minutes, Handouts, Sign-In Sheets	Quarterly		
The Campus Leadership Team will conduct weekly PLCs with their team to develop/review/discuss lesson plans.	5.1	Mar. 1, 2020/May 27, 2020	Lead4ward, Curriculum, Lesson Plan Template, Lesson Cycle	Teacher Leaders	Agenda, Minutes, Handouts, Sign-In Sheets	Weekly		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texas esf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texas esf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Martin Elementary

Anetra Cheatham

Campus Number:

Superintendent Name:

123910128

Dr. Shannon Allen

Date:

Thursday, September 24, 2020



STUDENT DATA

To complete the Student Data Tab, please enter data for all STAN aligned courses.

For Domain 1, enter the 2023 STAN results for each individual course. You can enter the Total % of assessments at Approaches/Mastery/Mastery for your campus in column H in the form App/Mastery/Ma (for example 60/20/20).

If you prefer to enter the data by each grade-level, you may still want to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Mastery, Mastery.

For each cycle, please enter Assessment Type. Remember to use comparable, STAN-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Columns E.

You will choose which tested subjects to track for these indicators.

For TIA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2023 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement: Track Mastery ONLY

If tracking Student Success (SSM) track an average of Approaches, Mastery and Mastery (as one number)

High Schools or K-12 campuses should use one number that is in relation to CSDE

For each cycle, please enter the Assessment Type. Remember to use comparable, STAN-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2023 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify which assessment you are using to track the progress of students (in a proxy for TELPAS). You can adjust the data you provide, based on the data you collect. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TIA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze rows, select the View tab and click the Freeze Panels button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2023 Accountability Goal	
							2019 Results	Cycle 1			Cycle 2			Cycle 3				
								Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		Summative Goal
1. Domain 1	# of Students at Approaches, Mastery and Mastery	All	All	Reading	Approaches	STAN	62%				STAN 3rd Reading 180	60% of the students reading at or above 180-level		STAN 3rd Reading 180	60% of the students reading at or above 180-level		60% of the students reading at or above 180-level	
		All	All	Reading	Mastery	STAN	15%				STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Reading	Mastery	STAN	4%				STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Reading	Mastery	STAN					STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Mathematics	Approaches	STAN	44%				STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Mathematics	Mastery	STAN	19%				STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Mathematics	Mastery	STAN	5%				STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Mathematics	Mastery	STAN					STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Science	Approaches	STAN	38%				STAN 3rd Science 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Science 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Science	Mastery	STAN	14%				STAN 3rd Science 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Science 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Science	Mastery	STAN	7%				STAN 3rd Science 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Science 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Writing	Approaches	STAN	63%				STAN 3rd Writing 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Writing 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Writing	Mastery	STAN	14%				STAN 3rd Writing 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Writing 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Writing	Mastery	STAN	1%				STAN 3rd Writing 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Writing 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Reading	Approaches	STAN	61%				STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		All	All	Math	Approaches	STAN	63%				STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
		2. Domain 1 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Economically Disadvantaged	Math	Approaches	STAN	44%				STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Math 120	60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
All	African American			Reading	Approaches	STAN	10%				STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		STAN 3rd Reading 180	60% of the students performing at Approaches, 25% Mastery, 15% Mastery		60% of the students performing at Approaches, 25% Mastery, 15% Mastery	
3. Domain 1 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	Economically Disadvantaged															
		All	African American															
4. Domain 1 Focus 3	ESL Component	All	English Learners (EL)															
		All	English Learners (EL)															

CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Beaumont ISD	Campus Name	Martin Elementary	Superintendent	Dr. Shannon Allen	Principal	Tamara Long
District Number		Campus Number	000000128	District Coordinator of School Improvement (DCSI)	Anetra Cheatham	ESC Number	5
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Anetra Cheatham 11-17-20	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Dr. Anita Frank 12-9-20	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Tamara Long 11-17-20	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsr1.tea.texas.gov/perfreport/tap/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.			Domain 1: For the 20/21 school year, our campus will increase our Domain 1 STAAR Performance Scaled Score from a 47 to a 60, by Increasing Approaches to 65%, Masters to 25% and Meets to 15%. This will improve the campus rating by one letter grade for the school year. Rationale: We know that our goals are obtainable based on previous years' data. The campus leadership will focus on strong lesson plans with quick and concise feedback, classroom observations with Action Steps, and the coaching cycle. Domain 2B: For the 20/21 school year, the campus will increase the Domain 2B Relative Performance Scaled Score from 49 to 69. Rationale: The campus has an Eco Dis percentage is 98% which is relatively high. Domain 3:			
	What changes in student group and subject performance are included in these goals?			Domain 1: We need to focus more on the students who have been continuously enrolled on the campus. Our data indicates that these students have consistently struggled to meet Approaches. We also need to improve the performance of African-American students across all content areas. Domain 2B: Martin Elementary has a relatively high Eco. Dis. rate of 98.6%. If we improve student performance across in all subjects, then our			
	If applicable, what goals has your campus set for CCMR and Graduation Rate?			N/A			
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				4 - Partial Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				4 - Partial Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				4 - Partial Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				3 - Beginning Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				3 - Beginning Implementation			
5.3 Data-driven instruction.				3 - Beginning Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.1		5.3				
Rationale	Campus leadership has worked to begin building sustainable systems for instructional best practices. Initial work began in the 2019-2020 school year; however, teachers continue to need more support in implementation to ensure lesson plans and delivery are rigorous, TEKS based, and downwardly scaffold to meet student needs as evidenced by formative assessment results.		The campus instructional team has developed a systematic culture of DDI. Teachers understand the importance of DDI meetings and the impact of analyzing data. If we continue to drill down, identify trends, and ultimately find the root cause. Use the data to create engaging high quality lessons, student achievement will increase and learning gaps will close.				

How will the campus build capacity in this area? Who will you partner with?	- Precise and bit-sized: 1-5 precise pieces of feedback per daily lesson plan focused on teacher actions that would have the greatest positive impact on student learning. - Timely: Delivered to the teacher with enough time to make recommended changes before lesson delivery. - Complete: includes an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response - Detailed: includes enough detail that another teacher could pick up the plan and use it effectively	Training is the key to success. Training will be conducted by administrators including but not limited to the curriculum coordinator, reading coach, principal and etc. During DDI meetings, teachers will learn how to generate data, analyze that data, and make a connections from the data to instruction. Teachers will identify the struggling objectives and create lessons to instruct students through activities such as small group instruction, one-on-one instruction, and activities. Virtual students will receive those type of instruction mentioned above	
Barriers to Address throughout this year	Time- teachers to plan and complete lesson plans, and administrators to provide quick feedback - Lesson Plan Rubric- getting teachers to match the activities to the objectives, and evaluating their own lesson plans in comparison to the rubric - Team Planning- not customizing lesson plans to match the specific needs of the students	Barriers that will be encountered will include teachers really understanding the data and actually being able to utilize that data and provide instruction. It is imperative that teachers understand the individual need of the student. Not focus on the whole group, meaning entire classroom, but to understand and comprehend the	
How will you communicate these priorities to your stakeholders? How will create buy-in?	Communications with the staff and students will be created through virtual meetings. Community stakeholders will now be communicated virtually through social platforms like zoom and virtual newsletter. CEC meetings will be conducted virtually. Parents, staff, and community members will be invited and notified in a timely manner so	Data is always shared to the staff though faculty meetings, PLC's, and DDI meetings. Parents are presented the data via Goal's Night and STAAR nights/activities. Teachers have been given the charge to communicate campus and district data to parents as well as students. Conferences are conducted with individual students. During that	
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, Do Now Activities, I Do, We Do & You Do Models of instruction, time allotments that indicate the amount of time spent on each part of the lesson, multiple opportunities to check for understanding, targeted intervention strategies to support Tier 2 & Tier 3 students, and English Language Learners, formative assessments with exemplar responses. Campus instructional leaders review lesson	Campus leaders review disaggregated data to track and monitor the progress of all students, including Eco. Dis., African-American, and English Language Learners and provide evidence based feedback to teachers. Teachers review disaggregated data as a part of the planning process during PLCs, identify trends in student misconceptions, determine root cause of non-mastered objectives and skills.	
District Commitment Theory of Action	If the district provides ongoing support to the campus leadership using the Effective Coaching Cycle as well as providing quality resources for teachers to refer to, then teachers will have assistance as well as resources to use to teach effective lessons that includes rigorous	If teachers and administrators gain the knowledge base to effectively analyze data to gear it to struggling standards, then student academic growth will be tailored to those standards that individual students are still unable to grasp.	if....then,

CYCLE 1 90-DAY OUTCOMES (September - November)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, Do Now Activities, I Do, We Do & You Do Models of instruction, time allotments that indicate the amount of time spent on each part of the lesson, multiple opportunities to check for understanding, targeted intervention strategies to support Tier 2 & Tier 3 students, and English Language Learners, formative assessments with exemplar responses. Campus instructional	Campus leaders review disaggregated data to track and monitor the progress of all students, including Eco. Dis., African-American, and English Language Learners and provide evidence based feedback to teachers. Teachers review disaggregated data as a part of the planning process during PLCs, identify trends in student misconceptions, determine root cause of non-mastered objectives and skills	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support to the campus leadership using the Effective Coaching Cycle as well as providing quality resources for teachers to refer to, then teachers will have assistance as well as resources to use to teach effective lessons that includes rigorous lessons of the standards and student engagement.	If teachers and administrators gain the knowledge base to effectively analyze data to gear it to struggling standards, then student academic growth will be tailored to those standards that individual students are still unable to grasp.	if....then,

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, Do Now Activities, I Do, We Do & You Do Models of instruction, time allotments that indicate the amount of time spent on each part of the lesson, multiple opportunities to check for understanding, targeted intervention strategies to support Tier 2 & Tier 3 students, and English Language Learners formative assessments with	Campus leaders review disaggregated data to track and monitor the progress of all students, including Eco. Dis., African-American, and English Language Learners and provide evidence based feedback to teachers. Teachers review disaggregated data as a part of the planning process during PLCs, identify trends in student misconceptions, determine root cause of non-mastered objectives and skills.	
Desired 90-day Outcome	Teachers will collaborate with grade level teams to create lessons to the depth and complexity of the TEKS. ILT will monitor lesson plans and provide feedback to ensure that each component of the lesson cycle is aligned to the TEKS. Teachers will analyze data and plan remediation and intervention for Tier 2 and Tier 3 students.	ILT will review data with teachers during the DDI to create a plan to reteach, and provide intervention to students within three days after the DDI. The reading coach will pull students based on the data for small group instruction, IC will work closely with teachers to provide PD sessions on planning, and to provide support to address high leverage, and low performing standards. Teachers will also analyze data from	
Barriers to Address During this Cycle	Challenges with implementing various instructional formats, providing rigor with lessons, and effectively implementing all components of the lesson cycle due to the asynchronous model of learning.	One of the challenges is that virtual learners may not always attend the live instructional zoom sessions, since our district is asynchronous, and students have the option to watch the zooms at a later time, not specified during the instructional day. As a result, all students enrolled on the campus will not have data, which inhibits the campus to effectively monitor all	
District Actions for this Cycle	The district will observe campus classroom instruction, and provide feedback and coaching to the principal and members of the ILT focused on classroom instruction.	The district will provide provide the campus with an option for paper-based assessments, and develop a plan to collect student work samples on assessments.	
District Commitment Theory of Action	If the district provides ongoing support to the campus leadership using the Effective Coaching Cycle to provide support in the school, then teachers will be able to perform their daily instructional tasks effectively which will in turn positively impact learner outcomes.	If the district provides the campus with paper-based assessments, a consistent assessment schedule, in which all assessments are administered during a specified window of time, then the campus will be able to effectively disaggregate data, conduct DDIs, and monitor all students, including identified sub pops.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Track exit tickets and analyze data to create a ret	5.3	Dec. 2020-May 2020	exit ticket tracker	er, instructional co	duction and interventi	ssments given by the	Some Progress	
Teachers track students' progress on 9 weeks ass	5.1	Sept. 2020-May 2020	ent data (i.e. Eduphor	classroom teacher,	ised and used to guide	ONGOING	Some Progress	
Weekly PLC's that focus on the unpacking of upc	5.3	Sept. 2020-May 2020	ow and Show chart, TE	classroom teacher, in	Sequence, Know an	ONGOING	Some Progress	
Effective DDI meetings used to analyze various re	5.3	Sept. 2020-May 2020	ow), teacher exemplar,	onal coach, reading cad	ward resources, n	ONGOING (meeting	Some Progress	
Provide teachers with feedback on their weekly le	5.1	Sept. 2020-May 2020	rubric, lesson plan fee	member has been given	will develop quality le	edback weekly after t	Some Progress	
Utilize observation and feedback in Whetstone to	5.1	Sept. 2020-May 2020	om Whetstone, coach	coach, reading coach	ata, feedback from co	ONGOING	Some Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.3	
Desired Annual Outcome	All teachers create and submit daily lesson plans that include clear objectives, Do Now Activities, I Do, We Do & You Do Models of instruction, time allotments that indicate the amount of time spent on each part of the lesson, multiple opportunities to check for understanding, targeted intervention strategies to support Tier 2 & Tier 3 students, and English Language Learners formative assessments with	Campus leaders review disaggregated data to track and monitor the progress of all students, including Eco. Dis., African-American, and English Language Learners and provide evidence based feedback to teachers. Teachers review disaggregated data as a part of the planning process during PLCs, identify trends in student misconceptions, determine root cause of non-mastered objectives and skills	
Desired 90-day Outcome	The 90-day desired outcome will focus on improving students' performance in the area of meets, and masters in all STAAR tested subject areas. Students in K-2 will improve their mClass, iRead and the HMH Student Growth Measure and STAR 360 Reading and Math. It is the district's and campus desire to have at least 50% of the students performing at Meets and Masters on STAAR and all second graders are reading on or	The desired outcome for this focus area is that all teachers are able to generate and disaggregate data from assessments. In addition, teachers are also using that data to drive the instruction in the classroom, and track student performance within identified sub-groups. .	
Barriers to Address During this Cycle	A barrier for the campus during this cycle will be administering assessments online via Eduphoria, and students are accustomed to completing the assessment on paper. Another barrier will be to ensure that all students are accounted for during the testing period due to asynchronous learning, students are being allowed to complete assessments at home,	A barrier for the campus will new and inexperienced teachers may lack the knowledge to effectively disaggregate data to address the student misconceptions, and analyze the root cause of the non-mastered objectives. The campus will also be challenged with effectively monitoring student performance for all students have selected "virtual" learning as their	
District Actions for this Cycle	The district has committed to providing pacing calendars, scope and sequence models, as well as formative assessment calendar to indicate a specified time frame for administering assessments. . These formative assessments will provide information that will identify low standards and the students that are in need of extra assistance to decrease that learning	This cycle will occur as students are preparing for STAAR and the campus will be administering STAAR. Data driven instruction will be the driving point for instruction, as all lessons will focus on student achievement, closing the gaps, and improving student performance in the areas of Meets and Masters. The district will provide resources and materials to	
District Commitment Theory of Action	If the district provides ongoing support to the campus instructional leadership team using the Effective Coaching Cycle, as well as ensuring that quality assessments and resources are provided for the teachers, then the teachers will have the resources needed to effective plan lesson that are rigorous, aligned to the standard and engages the students.	If teachers and administrators gain the knowledge base to effectively analyze data to gear it to struggling standards, then student academic growth will be tailored to those standards that individual students are still unable to grasp.	If....then,

ACTION PLAN

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Track Exit tickets' data and analyze it to create a	5.3	March 2021-May 2021	exit ticket tracker	Classroom teachers and admin team	Data from exit tickets	ONGOING		
Teacher track progress on 9 weeks assessments, campus weekly assessments and M-Class	5.1	March 2021-May 2021	Assessment data, M-Class and Eduphoria	Classroom teachers and admin team	Data from resources such as	ONGOING		
STAAR test, M-Class, and STAR 360 demonstrate growth as a campus in the testing subjects	5.1	ongoing until all students have	Data from the assessments and	all individuals that are working directly	results from assessments (state	approximately June for the complete		
Provide teachers with feedback on their lesson plans to promote a more rigorous lesson that is	5.1	Sept. 2020-May 2021	lesson plan rubric, lesson plan feedback	Administrative team (principal, AP	Based on the feedback given to	ONGOING		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Paul Brown Learning Center

Anetra Cheatham

Campus Number:

Superintendent Name:

123910012

Dr. Shannon Allen

Date:

Monday, November 30, 2020



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Beaumont ISD	Campus Name	Paul A. Brown Learning Center	Superintendent	Dr. Shannon Allen	Principal	Dr. Calvin Rice
District Number	123910	Campus Number	123-910-012	District Coordinator of School Improvement (DCSI)	Anetra Cheatham	ESC Number	5
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	Bridget Kirby
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Anetra Cheatham 10/08/20	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Randall Maxwell 12-9-20	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Calvin Rice, Ed.D. 10/08/20	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptswr1.tea.texas.gov/perfreport/tapr/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.		Domain 1: By the end of the 20-21 school year, Paul Brown Learning Center will increase the number of students that perform at "Approaches" by 10% from 50% to 60% and "Meets" by 10% from 15% to 25% Rationale: If we increase the number of students meeting "Approaches" and "Meets", it will improve the domain 1 score; therefore, increasing the probability of meeting accountability standards. Domain 2B: Under our accountability, we are not rated on relative performance. Domain 3: By the end of the 20-21 school year, Paul Brown Learning Center will increase the percentage of "college only" and "career and military" only to increase the overall career college and military ready graduates (Student Achievement) percentage by 10 points from 26% to 36% Rationale: by increasing the percentage of students in the College, Career and Military Ready graduate (Student Achievement), the school will improve the Domain 3 score, thus, removing the school from Improvement required.				
	What changes in student group and subject performance are included in these goals?		Domain 1. By the end of the 20-21 school year, Paul Brown Learning Center will increase the number of African American (AA) students meeting "Approaches" by 10% from 47% to 57% and "Meets" by 10% from 11% to 22%. Domain II: We are not scored in this domain. Domain III: By the end of the 20-21 school year, Paul Brown Learning Center will increase the number of African American College, Career and Military Ready (Student Achievement) from 25% to 35% Rationale: If we increase number of students in this student group, it will increase the number of points received in domain III.				
	If applicable, what goals has your campus set for CCMR and Graduation Rate?		By the end of the 20-21 school year, Paul Brown Learning Center will increase the percentage of "college only" and "career and military" only to increase the overall career college and military ready graduates (Student Achievement) percentage by 10 points from 26% to 36% Rationale: by increasing the percentage of students in the College, Career and Military Ready graduate (Student Achievement), the school will improve the Domain 3 score, thus, removing the school from Improvement required.				
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic</i> (if available) to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				4 - Partial Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				3 - Beginning Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				3 - Beginning Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				2 - Planning for Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				2 - Planning for Implementation			
5.3 Data-driven instruction.				2 - Planning for Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/							
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3				
Essential Action	5.3	4.1					
Rationale	The curriculum for the campus is accelerated, and as a result, does not align with the districts curriculum and scope and sequence. We need to ensure that teachers have a guide that will align with assessments for the campus. Ultimately, it will ensure our students have an opportunity for success on the STAAR. Also, there is not a system in place for data driven instruction that is perpetual and consistent among teachers. While teachers analyze student data, it is not done with fidelity and aligned with the mission and the vision of the campus.	The curriculum for the campus is accelerated, and as a result, does not align with the districts curriculum and scope and sequence. We need to ensure that teachers have a guide that will align with assessments for the campus. Ultimately, it will ensure our students have an opportunity for success on the STAAR. To implement a system of high quality lesson plans with measurable objectives and are aligned with the state standard					
How will the campus build capacity in this area? Who will you partner with?	Staff developments will ensue to support the concepts and configurations of the Lead4ward data analysis system, which entails identifying pockets of concern from formative assessment analysis and using their tools to organize next steps.	We will be partnering with district supervisors and the district Director of Curriculum to support the development of a scope and sequence that supports our campus' instruction. We strive to create lessons that are driven by objectives. However, we currently do not have formative assessments that are aligned with the lessons created.					
Barriers to Address throughout this year	Availability of resources and scheduling to support implementation of the Data analysis process. Scheduling will not allow for a common planning period in most cases. Teachers will have to meet on Wednesdays after school. Many teachers are not familiar with the PLC data meetings - have not transpired on campus in many years; need	Availibility of the supervisors/director of C&I and other resources needed to support this endeavor. Scheduling to ensure that training can occur with staff to support the development of viable lesson plans that align with formative assessments.					

For Domain 1, enter the 2023 STAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for any standard in column H to form Approaches/Meets (for example: 6Q2/20/23). If you prefer to enter data by each grade-level, you may add rows to accommodate the grade-levels.

If you administered a baseline assessment, enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group. If you administered a baseline assessment, please enter the data from that assessment in Column C. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter 1

Please communicate with your TIA School Improvement Specialist if there are

[illegible]

CYCLE 1 90-DAY OUTCOMES (September - November)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the Foundations tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Desired Annual Outcome	Teachers will engage the data analysis process with fidelity as a result of a system that is implemented campus wide. Teachers will complete the data analysis process following each assessment/intervention cycle during the 2020-2021 school year.	The curriculum will be designed to support the needs of the students by aligning a scope and sequence that is consistent with the accelerated pace; thus, increasing students completion rate in Edgenuity by 10%	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and if the district has effective systems for identifying and supporting struggling learners then, the Paul Brown campus will be able to provide accelerated instruction that support the progress and success of each student.	If the district will make available resources (supervisors and Director of C&I) to assist with the development of a curriculum structure suitable for our accelerated program, which guarantees a viable curriculum and scope and sequence that support the rigor, the Paul Brown campus will be able to provide accelerated instruction that support the progress and success of each student.	

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Desired Annual Outcome	Teachers will engage the data analysis process with fidelity as a result of a system that is implemented campus wide. Teachers will complete the data analysis process following each assessment/intervention cycle during the 2020-2021 school year.	The curriculum will be designed to support the needs of the students by aligning a scope and sequence that is consistent with the accelerated pace; thus, increasing students completion rate in Edgenuity by 10%	
Desired 90-day Outcome	Teachers will become familiar with the lead4ward process used to dig deep into data to guide their planning for student success. They will understand how to evaluate standards by unpacking standards align with subject matters. Teachers will complete at least one data dig from the use of the unpacked standards by the end of the cycle.	Teachers will initiate the process of developing a scope and sequence for the students that matriculate their classes. The teachers will have met at least four times to align standards and chunk them in preparation to create a scope and sequence for edgenuity. Teachers will use the scope and sequence to create at least one formative assessment aligned with the curriculum content for the cycle period.	
Barriers to Address During this Cycle	Scheduling of an effective staff development to engage the Lead4ward process due to COVID-19 Pandemic. Having access to district supervisors to assist with the unpacking the standards for teachers. As a result of the curriculum misalignment, due to the acceleration, it may be difficult to complete a data dig.	With adjustments being made to accommodate the COVID-19, time may not be available to complete the alignment process for this year. Completion of the scope and sequence in edgenuity as a result of the complexity of the program and various components.	
District Actions for this Cycle	Providing support personnel for the training of the teachers.	Assist in garnering support from Region 4 or 5 Service Centers to assist the team in mapping out standards and developing the scope and sequence.	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and if the district has effective systems for identifying and supporting struggling learners then, the Paul Brown campus will be able to provide accelerated instruction that support the progress and success of each student.	If the district will make available resources (supervisors and Director of C&I) to assist with the development of a curriculum and scope and sequence structure suitable for our accelerated program, which guarantees a viable curriculum and scope and sequence that support the rigor, the Paul Brown campus will be able to provide accelerated instruction that support the	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Introduce and reintroduce Lead4ward processes to old and new staff	5.3	11/13	Technology/Supervisors/Printouts	Rice/Jackson/Andrews	Agendas, Lead4Ward Documentation	02/01/21		
Unpacking the Standards with staff using Lead4ward tools.	5.3	12/4	Lead4ward Resources	Rice/Jackson/Andre	Agendas, Notes, and sign-in sheets	01/30/21		
Monitoring data dig protocols and submission	5.3	10/1	Eduphoria, Teams, Lead4ward resources	Calvin Rice, Principal,	Agendas, Data Disaggregation Documents, PLC Documents	01/30/21		
Meet with individual from Region 4 or 5 along with DCSI to secure services to assist with the development of the Scope and Sequence	4.1	11/1	Eduphoria, Teams, Region Service Center support	Rice/Jackson/Andre /DCSI	Agendas, Notes, and sign-in sheets	01/30/21		
Review Components of the STAAR tested courses in Edgenuity for the development of scope and sequence for STAAR ELA	4.1	11/1	Edgenuity, Lead4ward, Eduphorra	Rice/Jackson/Andre /ELA teachers	Agendas, Notes, and sign-in sheets, sequenced	01/30/21		

Review historical STAAR data and Lead4ward resources to support development of scope and sequence for STAAR Math/Science that matches accelerated instructional model	4.1	12/1	Edgenuity, Lead4ward, Eduphorra	Rice/Jackson/Andrews	Agendas, Notes, and sign-in sheets, sequenced document	01/30/21		
Utilize PLC structure to guide teacher planning and development of scope and sequence	4.1	2/1						
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	
Desired Annual Outcome	Teachers will engage the data analysis process with fidelity as a result of a system that is implemented campus wide. Teachers will complete the data analysis process following each assessment/intervention cycle during the 2020-2021 school year.	The curriculum will be designed to support the needs of the students by aligning a scope and sequence that is consistent with the accelerated pace; thus, increasing students completion rate in Edgenuity by 10%	
Desired 90-day Outcome	Teachers will have completed at least two data analysis sessions using Lead4ward Protocols.	The teachers will have met at least four times and aligned standards and chunked a scope and sequence for edgenuity is created. Teachers are using the scope and sequence to provide sequenced instruction, and they will use assessments that are aligned to the content.	
Barriers to Address During this Cycle	As a result of the COVID-19 pandemic, data may not be available to complete the data analysis process.	The completion of the scope and sequence for all subject areas due to instructional adjustments being made in conjunctions with COVID-19	
District Actions for this Cycle	Support form the DCSI providing feedback on the process	Support form the DCSI providing feedback on the process	
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and if the district has effective systems for identifying and supporting struggling learners then, the Paul Brown campus will be able to provide accelerated instruction that support the progress and success of each student.	If the district will make available resources (supervisors and Director of C&I) to assist with the development of a curriculum structure suitable for our accelerated program, which guarantees a viable curriculum and scope and sequence that support the rigor, the Paul Brown campus will be able to provide accelerated instruction that support the progress and	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Complete at least Two Data Analysis Sessions	5.3	March	Lead4ward resources	Rice, Jackson, Andrews	Agenda and Sign-in sheets	May 2021		
Two Follow up PDs on Data Analysis Protocols	5.3	March	Lead4ward resources	Rice, Jackson, Andrews	Agenda and Sign-in sheets	May 2021		
Continue to monitor lesson plans and complete analysis of assessment data	5.3	January - May	Eduphoria/Lead4ward	Rice, Jackson, Andrews	Feedback, documentation	January - May 2021		
Introduce Scope and Sequence to Staff	4.1	March	Eduphoria/Lead4ward	Rice, Jackson, Andrews	Agenda and Sign-in sheets	January - May 2021		
Align Assessments to Scope and Sequence - record and post	4.1	March	Eduphoria/Lead4ward	Rice, Jackson, Andrews		February - May		
Continue collaboration with Service center support on curriculum and assessment support	4.1	January - May	Service Center support	Rice, Cheatham, Jackson and Andrews				

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Pietzsch-MacArthur Elementary School

Anethra Cheatham

Campus Number:

Superintendent Name:

123-910-125

Dr. Shannon Allen

Date:

Wednesday, October 14, 2020



CAMPUS INFORMATION							
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.							
District Name	Beaumont	Campus Name	Pietzsch-MacArthur Elementary	Superintendent	Dr. Shannon Allen	Principal	Audrey M. Collins
District Number		Campus Number	000000125	District Coordinator of School Improvement (DCSI)	Anethra Cheatam	ESC Number	5
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?	2019	Was TAP Implementation Ordered or Voluntary?	Ordered	ESC Support	Targeted Improvement
ASSURANCES							
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					<Enter Name and Date>	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					<Enter Name and Date>	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Audrey Collins, October 14, 2020	
Board Approval Date							
DATA ANALYSIS							
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.						https://rptsrv1.tea.texas.gov/perfreport/tap/2019/index.html	
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.		Domain 1: For the 2020-2021 school year, our campus will increase our Domain 1 score for the All Students subgroup from 45% to 55% by increasing our Meets to 20% and our Masters to 8%. Rationale: If we focus on strong instructional practices and data driven instruction we can achieve these results. Domain 2B: For the 2020-2021 school year we will be focusing on the EcoDis, AA, and LEP student groups for Domain 2B. Our goal is to reach a component score of 62 to 68. We need to focus on campus relative performance this year and ensure that our students can achieve at similar or higher levels compared to other schools with similar demographics. Rationale: This will allow us to raise our overall rating to a C and address the present campus learning gaps. Domain 3: For the 2020-2021 school year we will increase our Domain 3 score of 63 (scale score) to 69 (scale score) by increasing our student group success by 2 achieving 2 additional targets in Math and Reading. We will also focus on the proficiency level of our students on the TELPAS test.				
	What changes in student group and subject performance are included in these goals?		Domain 1: Increase the level of students achieving Meets and Masters performance levels. Domain 2B: Increase student progress in the following students groups: AA, EcoDis, and ELs and ensure a greater number achieve the Meets and Masters level. Domain 3: Increase in the following student groups: AA, EcoDis and ELs in Math and Reading and meet our TELPAS targets.				
	If applicable, what goals has your campus set for CCMR and Graduation Rate?		NA				
CAMPUS FOCUS AREAS							
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic</i> (if available) to complete the following section.							
Essential Action				Implementation Level (1 Not Yet Started - 5 Fully Implemented)			
1.1 Develop campus instructional leaders with clear roles and responsibilities.				5 - Full Implementation			
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.				4 - Partial Implementation			
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.				5 - Full Implementation			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.				4 - Partial Implementation			
5.1 Objective-driven daily lesson plans with formative assessments.				4 - Partial Implementation			
5.3 Data-driven instruction.				3 - Beginning Implementation			
PRIORITIZED FOCUS AREAS							
Complete each section below (please refer to your RPA):							
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.							
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.							
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/							
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.							
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.							
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/							
	Prioritized Focus Area #1		Prioritized Focus Area #2		Prioritized Focus Area #3		
Essential Action	5.3		5.1				
Rationale	We will continue our campus implementation of consist DDI protocols to analyze campus data to close achievement gaps and focus on skills that students are lacking. We will work specifically on the reteach process and monitor implementation.		In order to increase student achievement scores we must strengthen our Tier 1 instruction. Teacher lesson plans will be audited to ensure they have all essential components included in their lesson plans. Strong tier 1 instruction is the first defense in closing the achievement gap.				

How will the campus build capacity in this area? Who will you partner with?	Our campus will build capacity in this area with on going training and consistent feedback on student data and teacher implementation of reteach strategies. We will also build capacity through effective feedback and observation of teachers. We will partner with our district ESF team to ensure that campus leaders are following the correct protocols.	We will build capacity through effective PLC meetings. Each PLC will revolve around effective lesson plan development. Each component will be analyzed and teacher will be given an opportunity to plan with campus leadership. We have also created a universal ELAR planning template to ensure equity within the classroom. New teachers will be coached by a trained administrator to ensure strong instructional practices.	
Barriers to Address throughout this year	We have moved to online testing. We will have to ensure that students are given a paper copy of the test so that we can gauge student work as part of the DDI process. Monitoring with fidelity will also be a barrier. We will have to adhere to a dedicated accountability schedule to ensure teachers are supported and student data is	Barriers will exist with time constraints that could hinder the planning process. We also deal with limited teacher knowledge due to many teachers having less than 3 years of experience. We also must craft lessons to address the COVID slide.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	We will communicate our priorities to the entire staff during our planning meetings. We will solicit input from the staff on implementation as well as areas needed for improvement and support.	We will communicate our priorities weekly during PLC meetings. We will also communicate individually with teachers on class data and instructional practices.	
Desired Annual Outcome	Through effective DDI meetings, teachers will be able to create lessons that will help close the achievement gap present in our campus data. We desire to see more students work on grade level and our achievement data improve to having at least 60% of our students passing campus and district assessments.	Teachers will be able to produce strong student focused lesson plans to ensure each student receives an effective tier 1 lesson. Teachers will also be able to create a scaffold lesson to address the achievement gap that develops amongst our students.	
District Commitment Theory of Action			if....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2023 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Mastery/Mastery for your campus in column H in the form App/Mastery/Ma (for example: 60/20/20).

If you prefer to enter the data by each grade-level, you may still want to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Mastery, Mastery.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Columns E.

You will choose which tested subjects to track for these indicators.

Enter TIA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2023 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

If you are choosing to track Academic Achievement: Track Mastery ONLY

If tracking Student Success (SSM) track an average of Approaches, Mastery and Mastery (as one number)

High Schools or K-12 campuses should use one number that is in relation to CSDE

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2023 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify which assessment you are using to track the progress of students (in a prior for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TIA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2023 Results	2022 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2023 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	# of Students at Approaches, Mastery and Mastery	All	All	Reading	Approaches	STAAR	88					1st Nine Week ELAR Assessment	88		2023 STAAR	88		
		All	All	Reading	Mastery	STAAR	15					1st Nine Week ELAR Assessment	15		2023 STAAR			
		All	All	Reading	Mastery	STAAR	4					1st Nine Week ELAR Assessment	4		2023 STAAR			
		All	All	Mathematics	Approaches	STAAR	95					1st Nine Week Math Assessment	95		2023 STAAR			
		All	All	Mathematics	Mastery	STAAR	13					1st Nine Week Math Assessment	13		2023 STAAR			
		All	All	Mathematics	Mastery	STAAR	6					1st Nine Week Math Assessment	6		2023 STAAR			
		All	All	Science	Approaches	STAAR	26					1st Nine Week Science Assessment	26		2023 STAAR			
		All	All	Science	Mastery	STAAR	10					1st Nine Week Science Assessment	10		2023 STAAR			
		All	All	Science	Mastery	STAAR	2					1st Nine Week Science Assessment	2		2023 STAAR			
		All	All	Social Studies	Approaches	STAAR	NA											
		All	All	Social Studies	Mastery	STAAR	NA											
		All	All	Social Studies	Mastery	STAAR	NA											
		All	All	Writing	Approaches	STAAR	31					1st Nine Week Writing Assessment	31		2023 STAAR			
		All	All	Writing	Mastery	STAAR	12					1st Nine Week Writing Assessment	12		2023 STAAR			
		All	All	Writing	Mastery	STAAR	2					1st Nine Week Writing Assessment	2		2023 STAAR			
2. Domain 2 Focus 1	Focus 1 Component (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	All DA	Reading	Mastery	STAAR	14					1st Nine Week ELAR Assessment	14		2023 STAAR			
		3rd-5th	All AA	Reading	Mastery	STAAR	13					1st Nine Week ELAR Assessment	13		2023 STAAR			
3. Domain 2 Focus 2	Focus 2 Component (Choose two targets in the Academic Achievement or Student Success Indicators)	3rd-5th	All DA	All	Approaches	STAAR	25					1st Nine Week Math and Reading Assessment	25		2023 STAAR			
		3rd-5th	All AA	All	Approaches	STAAR	29					1st Nine Week Math and Reading Assessment	29		2023 STAAR			
4. Domain 2 Focus 3	ELP Component	All	English Learners (EL)	TELPAS	All	TELPAS						1st Nine Week Math and Reading Assessment	40		2023 STAAR			

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Desired Annual Outcome	Through effective DDI meetings, teachers will be able to create lessons that will help close the achievement gap present in our campus data. We desire to see more students work on grade level and our achievement data improve to having at least 60% of our students passing campus and district assessments.	Teachers will be able to produce strong student focused lesson plans to ensure each student receives an effective tier 1 lesson. Teachers will also be able to create a scaffold lesson to address the achievement gap that develops amongst our students.	
Desired 90-day Outcome	Teachers will use a corrective instruction action planning process to analyze data, identify trends, and identify learning gaps to create a strong Tier 1 lesson and create plans for reteach.	All teachers will create and submit weekly lesson plans that includes all major elements of an effective lesson cycle that will address the diverse needs of our learners to include daily formative assessments and exemplar responses.	
Barriers to Address During this Cycle	Due to multiple school closures, we are limited on extra planning time. Time that could be used for extended planning is now used for clerical type things. The ILT is now challenged with helping teachers recapture virtual learners as well as unengaged students. Limited pedagogically knowledge is also a barrier due to the high rate of novice teachers.	Due to multiple school closures in the last 9 months, our student learning gaps have widened. We have to prioritize which gaps to address first. We will continue to focus on reading and math. We also face the barriers of an hybrid teaching model. We are challenged with address learning gaps as well as low virtual student engagement.	
District Actions for this Cycle	District actions will include ongoing training of ILT on the Effective Schools Framework, on going site visits to address campus strengths as well as areas to improve, modeling of effective feedback, and availability of outside resources to address identified learning challenges.	District actions will include on going teacher professional development to enhance all teachers curriculum knowledge, commitment to develop a highly effective scope and sequence, create aligned assessments, and make available outside resources to address student and teacher instructional gaps. We also want the commitment of on going curriculum	
District Commitment Theory of Action	If teachers and administrators gain the knowledge base to effectively analyze data to gear it to struggling standards, then student academic growth will be tailored to those standards that individual students are still unable to grasp.	If the district provides ongoing support to the campus instructional leadership team using the Effective Coaching Cycle, as well as ensuring that quality assessments and resources are provided for the teachers, then the teachers will have the resources needed to effective plan lesson that are rigorous, aligned to the standard and engages the students.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Training of all leaders in the DDI process by Campus Principal	5.3	10/6	DDI campus protocols	Principal	Meeting agenda and minutes	10-6		
Teacher PD on unpacking the standards, creating a reteach exemplar, and assessing the learning	5.1	10-6 start with weekly reteach		ILT, teacher	PLC agenda and minutes	Weekly		
Leadership Members complete DDI meetings with assigned grade levels and lesson plan audits.	5.3	10/27-12/18	DDI protocols, student work samples, teacher exemplars, Know and Show chart, reteach plan, weekly	Grade level AP, Teacher,	Weekly lesson plan with reteach included, student data trackers	Weekly		
Teacher training in DDI process and protocols and aggressive monitoring by campus principal and assistant principal of curriculum	5.3	10-6	DDI protocols and Know and Show chart	Principal	Meeting agenda, minutes, handouts	10-06		

ILT will model specific instructional standards and monitor teacher implementation	5.1	11/04	Lead4ward playlist, ELPS flipbook, best practices for diverse learners, implementation calander	ILT	Weekly recording, assigned to Google Classroom, completion list	11-8 and weekly there after		
ILT will be trained in effective observation and feedback by district specialist	5.1	10/23	Uncommon Schools material for observation and feedback, observation and feedback schedule	DCSI and Director of PD for training, ILT for implementaion	Completion of training, selection of mentees, feedback calander	Twice monthly (varies by mentor)		
Implementation of student trackers and visible student data trackers	5.3	11/4-5/20	Student trackers and campus trackers	Classroom teacher	Effective use of student trackers after assessments and screeners	Various		
Student data conferences	5.3	11/4-5/20	Studen data folders assesment data	Classroom teacher	Campus trackers being completed after each screener or assessment	Various		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	5.1	
Desired Annual Outcome	Through effective DDI meetings, teachers will be able to create lessons that will help close the achievement gap present in our campus data. We desire to see more students work on grade level and our achievement data improve to having at least 60% of our students passing campus and district assessments.	Teachers will be able to produce strong student focused lesson plans to ensure each student receives an effective tier 1 lesson. Teachers will also be able to create a scaffold lesson to address the achievement gap that develops amongst our students.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action			If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teacher video submission of specific learning tool or strategy to address AA and EL student group in reading	5.1		Video submission	classroom teacher, mentor	feedback on video submission	Various		
Teacher lead DDI	5.3		DDI protocols, student work samples, teacher	classroom teacher, ILT	DDI artifacts	After each assessment or screener		
Student led data conferences	5.3		Data folder, work samples, data talk script	classroom teacher, student	student data and work sample			
Lesson plan audits conducted by teachers and feedback provided	5.1		Lesson plan rubric, lesson plan, feedback form	ILT, classroom teacher	lesson plan rubric, feedback form			
Collaborated Learning Rounds	5.3	January 2021	Rubric, feedback form, schedule of rounds	ILT, classroom teacher				

REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?								
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?								
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?				Carryover Action Steps		New Action Steps		
END OF YEAR REFLECTION								
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.								
	Prioritized Focus Area #1			Prioritized Focus Area #2			Prioritized Focus Area #3	
Essential Action								
Desired Annual Outcome								
Did the campus achieve the desired outcome? Why or why not?								

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Vincent Middle School	Anetra Cheatham
Superintendent Name:	
0000000048	Dr. Shannon Allen
Date:	
Thursday, October 15, 2020	
	

CAMPUS INFORMATION				
Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.				
District Name	VINCENT MIDDLE SCHOOL	Superintendent	Principal	
District Number		District Coordinator of School Improvement (DCSI)	ESC Number	
Is this a Turnaround Implementation Plan?		Was TAP Implementation Ordered or Voluntary?	ESC Support	
ASSURANCES				
Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.				
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.		<Enter Name and Date>	
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.		<Enter Name and Date>	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.		Shyulanda Randle-Fliler	
Board Approval Date				
DATA ANALYSIS				
Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.				
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.		Domain 1: For the 2020/2021 school year, our campus will increase our Domain 1 component score from a 33 (scaled score of 62) to a 38 (scaled score of 70) by increasing percent Approaches to 65%, Meets to 34%, and Masters to 14%. This will support our campus in achieving an overall C rating (scaled score of 78) for 2021. Rationale: We have seen other campuses in our district and around the state achieve these results and so believe they are feasible for Vincent Middle School. Our campus will be focused on strong instructional leadership, inclusive of strong lesson plans, classroom walk-throughs and observations, which will be used in data desegregation and debriefing with teachers and leadership teams, so that we can achieve these results.	
	What changes in student group and subject performance are included in these goals?		Domain 2B: We will be utilizing more intensive focus on Domain 2B. Our goal is to reach a component score of 37 (scaled 79), specifically these areas and it is impacting our student outcomes. Additionally, we need to prioritize moving more of our students to the Master's level across all subject areas. Lastly, our Economically Disadvantaged student population is struggling in reading and writing content areas and we need to ensure we are supporting them with their academic achievement and success.	

<https://rptsvr1.tea.texas.gov/perfreport/tap/2019/index.html>

	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A
CAMPUS FOCUS AREAS		
Use information from your <i>Reflective Prioritization Activity</i> and <i>ESF Diagnostic (if available)</i> to complete the following section.		
	Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1	Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1	Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.2	Explicit behavioral expectations and management systems for students and staff	5 - Full Implementation
4.1	Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1	Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3	Data-driven instruction.	4 - Partial Implementation
PRIORITIZED FOCUS AREAS		
Complete each section below (please refer to your RPA):		
Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.		
Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.		
Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/		
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.		
Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.		
District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/		
	Prioritized Focus Area #1	Prioritized Focus Area #2
Essential Action	5.3	3.1
Rationale	*Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. *Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	*All staff and students are taught, practice, and reinforce behavioral expectations with a common language. *All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. *Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. *Data systems exist to track all discipline referrals, attendance, and

1.1

*Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

*Performance expectations are clear, written, measurable, and match the job responsibilities.

*Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Foundations

How will the campus build capacity in this area? Who will you partner with?	VMS will utilize the departmental administrators to guide and teach the skills of KNOW/SHOW concepts along with identifying misconceptions to develop data driven instruction. Also apply the "I Do/You D/ We Do" concept in daily instruction. Furthermore embrace the skillset of building teacher capacity to analyze High/Med/Low to show growth and increase rigor. / Partner with District Content Supervisors	VMS will create campus success and build staff and student best practices with identifying weekly staff and student success/rewards. Also use Accelerated Reading/Attendance/Academic Honor as a guide to reward and build campus grade level competitions and motivation model expectations and positive demonstrated behaviors. / Campus Business Partners will be utilized. <i>The behavioral expectations are defined to address student behavior during morning building entry, hallway transitions, classroom activity, cafeteria and afternoon exit.</i>	VMS will integrate departmentalized administrators, administrative PLC's, continuous and ongoing professional development, teacher mentoring programs, integrating technological instructional programs, i.e. virtual learning platforms (Google Classroom), and clear and concise communicated instructional goals, partnered with District Content Supervisors/Whetstone. <i>All major areas of this plan have a measurement component built into the plan to help determine the status and effectiveness of each plan component. All</i>
Barriers to Address throughout this year	*Integration of Face to Face / Virtual (COVID-19) *Inconsistent substantial data due to virtual learners. <i>There is a concern about the lack of face-to-face interaction found in the traditional classroom, and lack of technical skills needed to become involved in distance learning. Computer self-efficacy, or a person's beliefs about his or her</i>	*Teachers not using CHAMPS with fidelity, <i>inclusive of establishing a vision for their classrooms and organizing their classrooms for success. Teachers need to lend more specificity in classroom behavioral expectations and utilize more motivational strategies to engage all students. There should be a continuous review and monitoring of classroom behavioral plans focused on the demographics of the campus.</i>	*Timelines not being met for observation, coach and feedback *Teachers
How will you communicate these priorities to your stakeholders? How will create buy-in?	Goals Night/ PTA /Campus Newsletters (Smores)/ CEIC Campus Educational Improvement Committee/Blackboard Connect/Campus Facebook (Social Media). <i>Highlight to stakeholders the impact of training for students and teachers, specifically on performance-based goals that are aligned to the CIP and to improve student productivity</i>	Weekly PLC's / Campus Newsletters (Smores)/ Professional Development Campus-Based/Virtual Learning Platform. <i>Model and train teachers in the correct way to ascertain the student discipline referral process, focusing on Levels I, II, III, IV, etc disciplinary actions and how and when to write referrals for students. Allow teachers to</i>	T-TESS imbedded in Whetstone/Campus Google Classrooms/Departmental
Desired Annual Outcome	*Teachers will be able to analyze individual data for students growth * Teachers will be able to track, plan and implement students actions plans in PLC's. <i>The projected annual increase for Vincent Middle School is projected as follows across all tested subject areas:</i> <i>Student Achievement</i> <i>STAAR Performance (Approaches) From 60 to 65 (+5)</i> <i>STAAR Performance (Meets) From 29 to 34 (+5)</i>	*Decrease classroom Disruptions *Increase attendance face to Face /Virtual * Campus Restorative Discipline Implementation with Social Emotional Learning * Implement Student Rewards for academic, attendance & behavioral * implementation of increase transitional time to decrease tardy infractions. <i>BISD 'Smart Data' will be used to give full analysis of disciplinary actions comparing current year to past three years. The campus focus is at least a 20% reduction in</i>	Administrators assigned content core areas for observation . coaching and feedback *Implementation of Whetstone for utilizing "Get Better Faster"/RELAY for consistent protocols and improved instruction. * Teachers learn to write measurable SMART GOALS to improve student growth in their content areas. <i>Every teacher on the campus (100%) will receive complete TTESS evaluations for the 2020-21 school year. The campus is expecting 90-100% attendance</i>
District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and interventions. If the district ensures that schools receive detailed reports for assessments that are district-provided, within two instructional days, then the campus ILT and	If the district policies and practices align with and promote positive school culture, and if the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate) then the campus can improve the climate and culture of the campus and reduce the amount of disruptions to classroom instruction through targeted response to student discipline concerns.	If the district provides opportunities for ongoing support and coaching of the campus leader, and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices) then the campus can provide ongoing coaching and feedback to teachers and improve instructional inputs that impact achievement.

CYCLE 1 90-DAY OUTCOMES (September - November)			
Essential Action: Pre-populates from the 'Foundations' tab. Desired Annual Outcome: Pre-populates from the 'Foundations' tab. For each Prioritized Focus Area, please complete the following sections: Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area. Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face <u>during this cycle</u>. District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle. District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	3.2	
Desired Annual Outcome			
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and interventions. If the district ensures that schools receive detailed reports for	If the district provides opportunities for ongoing support and coaching of the campus leader, and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices) then the campus can provide ongoing coaching and feedback to teachers and improve instructional						
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Whetstone Campus Implementation	3.2	10/5/20-5/28/21	Technology	Shy Filer	Whetstone Action Feedback			
Pear Deck Implementation	5.3	10/15/20-5/28/21	Technology	Karen McGill	Interactive Lesson plans			
MI Write / 6th & 7th grade	5.3	9/15/20 -5/28/21	Technology	David Kinney	Weekly student reports by teacher			
Campus Restorative Discipline Plan	3.2	8/17/20 -5/28/21	Social Emotional Curriculum	David Kinney/Stennie Gerard/Erica	Campus Discipline Report			
Campus Newsletter (Smores)	3.2	8/17/20 -5/28/21	Technology	Shy Filer	Campus Google Classroom			
After School Tutorials (m/w/f2f) (t/th/virtual)	5.3	10/26/20 -5/14/21	Educational Galaxy	Shy Filer	Student Sign-in and Progress Reports			
Study skills course to support Tier II & III	5.3	8/17/20 -12/18/20	Educational Galaxy	Stennie Gerard	Student Growth Tracker			
STAAR Reading Support Tier III	5.3	8/17/20 -5/28/21	Campus reports	Loresa Rogers	Student Growth Tracker			
Campus Rewards (Honor Roll/Accelerated Reading)	3.2	10/23/20-5/25/21	MYON/Campus reports.	Shy Filer/Erica Culnaner/Stennie	Campus Teams Reports.			
VMS - Quick Writes- Implemented Campus -Cross Curricular	5.3	10/21/20-5/25/21	Quick Write Do Now/Exit Tickets	Shy Filer/David Kinney/Stennie	ELL writing samples 7th grade 9			
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.								

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	3.1	1.1
Desired Annual Outcome	*Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. *Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in	*All staff and students are taught, practice, and reinforce behavioral expectations with a common language. *All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. *Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus	
Desired 90-day Outcome	*Teachers will be able to analyze individual data for students growth * Teachers will be able to track, plan and implement students actions plans in PLC's	*Decrease classroom Disruptions *Increase attendance face to Face /Virtual * Campus Restorative Discipline Implementation with Social Emotional Learning * Implement Student Rewards for academic, attendance & behavioral * Implementation of increase transitional time to decrease tardy infractions	
Barriers to Address During this Cycle	*Integration of Face to Face / Virtual (COVID-19) *Inconsistent substantial data due to virtual learners and school closures	*Teachers not using CHAMPS with fidelity	
District Actions for this Cycle	TEA Guidelines for Virtual and Face to Face instruction *District Assessments * Professional Development training	CHAMPS Training Professional Development	

District Commitment Theory of Action	If the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and interventions. If the district ensures that schools receive		CHAMPS Training Professional Development	If the district provides opportunities for ongoing support and coaching of the campus leader, and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices) then the campus can provide ongoing coaching and feedback to teachers and				
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle - For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle. For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Whetstone Campus Implementation	3.2	10/5/20-5/28/21	Technology	Shy Filer	Whetstone Action Feedback			
Pear Deck Implementation	5.3	10/15/20-5/28/21	Technology	Karen McGill	Interactive Lesson plans			
MI Write / 6th & 7th grade	5.3	9/15/20 -5/28/21	Technology	David Kinney	Weekly student reports by teacher			
Campus Restorative Discipline Plan	3.2	8/17/20 -5/28/21	Social Emotional Curriculum	David Kinney/Stennie	Campus Discipline Report			
Campus Newsletter (Smores)	3.2	8/17/20 -5/28/21	Technology	Shy Filer	Campus Google Classroom			
After School Tutorials (m/w/f2f) (t/th/virtual)	5.3	10/26/20 -5/14/21	Educational Galaxy	Shy Filer	Student Sign-in and Progress Reports			
Study skills course to support Tier II & III	5.3	8/17/20 -12/18/20	Educational Galaxy	Stennie Gerard	Student Growth Tracker			
STAAR Reading Support Tier III	5.3	8/17/20 -5/28/21	Campus reports	Loresa Rogers	Student Growth Tracker			
Campus Rewards (Honor Roll/Accelerated Reading)	3.2	10/23/20-5/25/21	MYON/Campus reports	Shy Filer/Erica Culbrenner/Stennie	Campus Teams Reports			
VMS - Quick Writes- Implemented Campus - Cross Curricular	5.3	10/21/20-5/25/21	Quick Write Do Now/Exit Tickets	Shy Filer/David Kinney/Stennie	ELL writing samples/7th grade			
REFLECTION and PLANNING for NEXT 90-DAY CYCLE								

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.			
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?		Carryover Action Steps	New Action Steps
END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	3.1	1.1
Desired Annual Outcome	*Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers. *Teachers use a corrective instruction action planning process, individually, and in PLCs to analyze data, identify trends in	*All staff and students are taught, practice, and reinforce behavioral expectations with a common language. *All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. *Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus	
Desired 90-day Outcome	*Teachers will be able to analyze individual data for students growth * Teachers will be able to track, plan and implement students actions plans in PLC's	*Decrease classroom Disruptions *Increase attendance face to Face /Virtual * Campus Restorative Discipline Implementation with Social Emotional Learning * Implement Student Rewards for academic, attendance & behavioral * Implementation of increase transitional time to decrease tardy infractions	
Barriers to Address During this Cycle	*Integration of Face to Face / Virtual (COVID-19) *Inconsistent substantial data due to virtual learners and school closures	*Teachers not using CHAMPS with fidelity	
District Actions for this Cycle	TEA Guidelines for Virtual and Face to Face instruction *District Assessments * Professional Development training	CHAMPS Training Professional Development	

District Commitment Theory of Action	if the district ensures access to high-quality common formative assessment resources and unit tests aligned to state standards for all tested areas, then campus Instructional Leadership Team and teachers can frequently monitor student STAAR preparation and implement targeted, individualized and interventions. If the district ensures that schools receive	if the district policies and practices align with and promote positive school culture, and if the district provides data systems to track pertinent school culture data (e.g. discipline referrals, attendance, campus climate) then the campus can improve the climate and culture of the campus and reduce the amount of disruptions to classroom instruction through targeted response	if the district provides opportunities for ongoing support and coaching of the campus leader, and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices) then the campus can provide ongoing coaching and feedback to teachers and					
ACTION PLAN								
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.								
For each action step, indicate:								
- the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.								
At the end of each cycle -								
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.								
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Whetstone Campus Implementation	3.2	10/5/20-5/28/21	Technology	Shy Filer	Whetstone Action Feedback			
Pear Deck Implementation	5.3	10/15/20-5/28/21	Technology	Karen McGill	Interactive Lesson plans			
MI Write / 6th & 7th grade	5.3	9/15/20 -5/28/21	Technology	David Kinney	Weekly student reports by teacher			
Campus Restorative Discipline Plan	3.2	8/17/20 -5/28/21	Social Emotional Curriculum	David Kinney/Stennie	Campus Discipline Report			
Campus Newsletter (Smores)	3.2	8/17/20 -5/28/21	Technology	Shy Filer	Campus Google Classroom			
After School Tutorials (m/w/f2f) (t/th/virtual)	5.3	10/26/20 -5/14/21	Educational Galaxy	Shy Filer	Student Sign-in and Progress Reports			
Study skills course to support Tier II & III	5.3	8/17/20 -12/18/20	Educational Galaxy	Stennie Gerard	Student Growth Tracker			
STAAR Reading Support Tier III	5.3	8/17/20 -5/28/21	Campus reports	Loresa Rogers	Student Growth Tracker			
Campus Rewards (Honor Roll/Accelerated Reading)	3.2	10/23/20-5/25/21	MYON/Campus reports	Shy Filer/Erica Culberson/Stennie	Campus Teams Reports			
VMS - Quick Writes- Implemented Campus - Cross Curricular	5.3	10/21/20-5/25/21	Quick Write Do Now/Exit Tickets	Shy Filer/David Kinney/Stennie	ELL writing samples/7th grade			

REFLECTION and PLANNING for NEXT 90-DAY CYCLE		
At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.		
For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 4 90-DAY OUTCOMES (June-August)			
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below: Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year. Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year. Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups. Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic. Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area. Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/ Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year. District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle . District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			

Desired 90-Day Outcome										
How will the campus build capacity in this area? Who will you partner with?										
Barriers to Address throughout the year										
District Actions for this Cycle										
District Commitment Theory of Action										
ACTION PLAN										
In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.										
For each action step, indicate: - the prioritized essential action it is aligned to, - the start date/end date during this specific cycle, - the resources needed to accomplish this task, - the person(s) responsible for ensuring task is accomplished, - the evidence that will be used to determine progress toward the action step, and - the date evidence will be collected.										
At the end of each cycle -										
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.										
For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.										
Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps		

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:

District Coordinator of School Improvement (DCSI) Name, Role:

Smith Middle School/Phalen Leadership Academy

Alain Frankiewicz

Campus Number:

Superintendent Name:

123910042

Dr. Shannon Allen

Date:

Thursday, October 22, 2020



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Beaumont ISD	Campus Name	Smith Middle School/Phalen Leadership Academy	Superintendent	Dr. Shannon Allen	Principal	Andrea Renee Lee
District Number	123910	Campus Number	123910042	District Coordinator of School Improvement (DCSI)	Alain Frankiewicz	ESC Number	Region 5
Is this a Turnaround Implementation Plan?	Yes	What Year was the TAP first implemented?	2019-2020	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Alain Frankiewicz 10/22/20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Alain Frankiewicz 10/22/20
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Andrea Renee Lee 10/22/20
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: For the 20/21 school year, our campus will increase our Domain 1 component : Smith will increase schoals achievement standard from 51% to 60% as measured by 2020-2021 STAAR state assessment. Rationale: This score will put Smith in alignment with the other middle schools in the district. Domain 2B: For the 20/21 school year, our campus will increase our Domain 2b component : Smith will increase academic progress from 55% to 60% as measured by 2020-2021 STAAR state assessment. Rationale: Aligned curriculum and effective instructional delivery paired with targeted reteach plans should result in a 10% increase in the Academic Growth Expectations. Domain 3: For the 20/21 school year, our campus will increase our Domain 3 component : Smith will close the gaps from 45% to 60% as measured by 2020-2021 STAAR state assessment. Rationale:
	What changes in student group and subject performance are included in these goals?	Domain 1: Domain 2B: Domain 3:
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Beginning Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesof.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	3.1
Rationale	Campus instructional leaders have defined roles and responsibilities. However, routines and procedures must be reinforced by modeling expectations through ongoing embedded professional development in regards to PLCs, and observation/feedback cycles consistent with best practices. We must be intentional in all that we do and held accountable by continuous follow through.	The utilization of common planning times and PLC time will enable the team to utilize the time to effectively plan, develop, and align lessons with TEKS to meet the needs of staff and students.	Although a unified purpose has been established, we must continue to model and hold each other accountable for promoting the school vision, mission, and core values. Implementation of practices and policies lack consistency and fidelity.

How will the campus build capacity in this area? Who will you partner with?	Campus leader will build capacity of campus leaders through continuous support, modeling, job embedded professional development	Campus leadership will build capacity of teacher through continuous support, modeling, job embedded professional development	To develop a strong positive campus culture and climate that is conducive to high expectations for staff and students
Barriers to Address throughout this year	1. Develop a calendar of established campus events, meetings, needs 2. Identify personnel to assist with covering classes for instructional specialists during PLCs, DDI's, and job embedded professional development. 3. To increase the level of expectations for what has to be done and the level to which it should be done.		1. Changing Adult Mindsets: The belief that students with chronic misbehaviors impede on the learning of others is prominent. This belief impacts teacher performance and student learning. Staff low expectations of students has contributed to the overall campus climate and culture. 2. Changing Adult Behavior: Additional training restorative discipline and PBIS, and Social and Emotional Learning in order to build meaningful relationships with students that will positively impact academic and social growth.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Weekly meetings, progress checks, feedback, and support through coaching conversations	Weekly meetings, progress checks, feedback, and support through coaching conversations	Weekly meetings, progress checks, feedback, and support through coaching conversations
Desired Annual Outcome	To improve campus leadership through continuous support, modeling, job embedded professional development, and feedback designed to strengthen consistent instructional responsibilities including PLCs, DDI's, and observation/feedback cycles consistent with best practices.	Scholar achievement and closing the gaps	To develop a strong positive campus culture and climate that is conducive to high expectations for staff and students
District Commitment Theory of Action	If....then,	If....then,	If....then,

CYCLE 1 90-DAY OUTCOMES (September - November)

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	3.1
Desired Annual Outcome	To improve campus leadership through continuous support, modeling, job embedded professional development, and feedback designed to strengthen consistent instructional responsibilities including PLCs, DDIS, and observation/feedback cycles consistent with best practices.	Scholar achievement and closing the gaps	To develop a strong positive campus culture and climate that is conducive to high expectations for staff and students
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	3.1
Desired Annual Outcome	To improve campus leadership through continuous support, modeling, job embedded professional development, and feedback designed to strengthen consistent instructional responsibilities including PLCs, DDIs, and observation/feedback cycles consistent with best practices.	Scholar achievement and closing the gaps	To develop a strong positive campus culture and climate that is conducive to high expectations for staff and students
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If...then,	If...then,	If...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

the prioritized essential action it is aligned to

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -
For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	1.1	4.1	3.1
Desired Annual Outcome	To improve campus leadership through continuous support, modeling, job embedded professional development, and feedback designed to strengthen consistent instructional responsibilities including PLCs, DDIs, and observation/feedback cycles consistent with best practices.	Scholar achievement and closing the gaps	To develop a strong positive campus culture and climate that is conducive to high expectations for staff and students
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If....then,	If....then,	If....then,

ACTION PLAN	
1	Identify the problem and its causes.
2	Set clear, measurable goals.
3	Develop a plan of action.
4	Implement the plan.
5	Monitor progress and adjust as needed.
6	Evaluate the results and document the process.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

[illegible]

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: III.F.7.

Agenda Item Title: Consider Approval of Agreement Between Beaumont ISD and Green Dot Public Schools of Southeast Texas

Cabinet Level Presenter(s): Anetra Cheatham

Additional Presenter(s):

Executive Summary: The District launched a Call for Quality Schools in May 2020 specifically for Dr. Martin Luther King, Jr. in response to the campus' school improvement status as a 4th year F. On September 17, 2020, the Board granted approval to begin the contract negotiation phase of the Call for Quality Schools with Green Dot Public Schools. The Office of Innovation engaged in performance contract negotiations through the month of December and has presented a completed contract for Board approval that outlines the academic, governance and financial standards for the proposed partnership with Green Dot Public Schools assuming responsibility to operate Dr. Martin Luther King, Jr. Middle School beginning in the 2021-2022 school year.

Recommendation: Approve the Agreement Between Beaumont ISD and Green Dot Public Schools of Southeast Texas concerning operation of Dr. Martin Luther King, Jr. Middle School and authorize the Superintendent to finalize and execute the agreement and any addenda thereto.

Budget Impact* (if applicable): See Article 14 of the Agreement and Addendum A-13

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): Meets program assurances

Policy Reference (if applicable, list policy/regulation): ELA (LEGAL) and Beaumont ISD ELA(LOCAL)

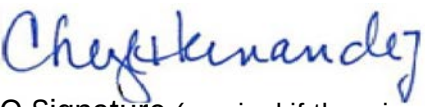
Legal Review (if necessary, list attorney and firm):



Cabinet Level Presenter's Signature

12/9/2020

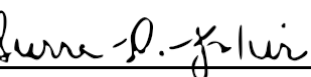
Date



*CFO Signature (required if there is a budget impact)

12/9/2020

Date



General Counsel's Signature

12/9/2020

Date

**AGREEMENT BETWEEN
BEAUMONT INDEPENDENT SCHOOL DISTRICT
AND
GREEN DOT PUBLIC SCHOOLS SOUTHEAST TEXAS**

This Agreement (the “Agreement”) is made and entered into as of December 16, 2020 (“Commencement Date”) by and between BEAUMONT INDEPENDENT SCHOOL DISTRICT, a public independent school district and political subdivision of the State of Texas, (“District”) and GREEN DOT PUBLIC SCHOOLS SOUTHEAST TEXAS, a Texas nonprofit corporation (“Operating Partner” or “OP”) (together, the “Parties”) to operate Martin Luther King Middle School, campus number 123910043 (the “School”). The purpose of this Agreement is to set forth the objectives, understandings, and agreements of the Parties in connection with the establishment and operation of Senate Bill No. 1882, adopted by the 85th Texas Legislature in 2017, codified as Texas Education Code §§ 11.174 and 42.2511 (“SB 1882”), which allows this cooperative partnership between a public education institution and an in-district charter.

ARTICLE I. RECITALS

- 1.01 Independent School District. The District is an independent school district created in accordance with the laws of Texas.
- 1.02 Authority to Contract. The Board of Trustees of the District is empowered by Texas Education Code (“TEC”), §§ 11.157 and 11.174, to contract with a public or private entity for that entity to provide educational services for the District.
- 1.03 Statutory Authorization. Operating Partner is an organization that has applied to be exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3) and is, hereby contracted to operate a charter granted to the School under TEC Subchapter C, Chapter 12 and is eligible under TEC §§ 11.174 and 12.101(a) to operate the School upon receiving such exemption.
- 1.04 Charter Granted & Term of Charter. On the Commencement Date, the District hereby grants the School a charter in accordance with and under TEC Chapter 12, Subchapter C, specifically §§, 12.0521 or 12.0522. This is an in-district charter with the lowest performance rating in accordance with TEC § 12.0522(c), such that this Agreement is not subject to the 15 percent limit in TEC § 12.0522(c). The District shall ensure that the charter is properly authorized under TEC Chapter 12, Subchapter C. A charter granted under TEC Chapter 12, Subchapter C begins on the Commencement Date and expires on June 30, 2026 unless the specified performance goals set forth in **Addenda A-3 and A-4** are substantially met, as determined by the Board of Trustees of the District in accordance with TEC § 12.0531.
- 1.05 Consultation. The District has consulted with School personnel regarding provisions included in this Agreement, and personnel were able to ask questions and receive information. At that meeting, the District informed School personnel of the opportunity to apply for an “assignment” at the School and School personnel understand that all assignments shall be determined by OP and the District (as detailed in Article IX below) and that OP may have a separate Employee Handbook than what is required of the District.

The District recognizes that all rights and protections afforded by current employment contracts it has with personnel shall not be affected by this Agreement.

- 1.06 Consideration. In consideration of the mutual agreements set forth in this Agreement, and for other good and valuable consideration, the Parties agree as follows:

ARTICLE II. PURPOSE OF AGREEMENT

- 2.01 Contract for Services. This Agreement constitutes a contract for services.
- 2.02 Premise of Agreement. This Agreement is predicated on an understanding that students benefit when decisions regarding educational programs, operations, and student services are made at the school level and that autonomy and accountability are mutually reinforcing principles.
- 2.03 Student Achievement. The primary purpose of this Agreement is to improve student outcomes by allowing the District to partner with OP to operate the School as an independent campus subject to transparent accountability requirements, which are set by TEC Chapters 39 and 39A. The provisions of this Agreement shall be construed and applied to achieve this purpose.
- 2.04 OP Assumption of School Operations. After the Commencement Date, the intent of the Parties is for OP to assume operations of the School beginning with the 2021-2022 school year in accordance with Article X of this Agreement. OP has sole and final authority to operate the School virtually so long as operations are in compliance with guidance from the Texas Education Agency. Should the Texas Education Agency delay accountability sanctions applicable to the School, the Parties may agree that the term of this agreement will go into effect for the 2022-2023 school year and all dates referenced in 2021 herein will be revised to 2022.

ARTICLE III. DEFINED TERMS

- 3.01 School. In addition to its meaning as defined above in this Agreement as Martin Luther King Middle School, “School” has the meaning assigned in the Texas Administrative Code (“TAC”) Title 19, § 97.1051(3) and includes all components of the operation of the campus, including, without limitation, the grade levels served, the courses taught, the instructional materials, staffing, budgetary allocations, scheduling, transportation, and other services and responsibilities associated with school operation.
- 3.02 Facilities. “Facilities” are defined as the building(s) located on the School campus and related equipment, furnishings, and property improvements, including any athletic fields and related improvements, and the land on which the building(s) and related improvements are located, as more fully defined in Article XIII.
- 3.03 Material Breach. A “Material Breach” of this Agreement shall include the failure of a Party to comply with or fulfill any material obligation, condition, term, representation, warranty, provision, or covenant contained in this Agreement, including without limitation any failure by either Party to meet generally accepted fiscal management and nonprofit or government accounting principles, or comply with all Applicable Law under Section 3.04.

- 3.04 Applicable Law. “Applicable Law” means all state and federal laws, rules, regulations, and administrative and judicial determinations and decisions that govern the performance of this Agreement, as they currently exist or as they may be adopted, amended, or issued during the Term of this Agreement, as more fully described in Sections 6.01 and 6.02 below.

ARTICLE IV. TERM AND TERMINATION

- 4.01 Term. The term of this Agreement shall begin on the Commencement Date and end on June 30, 2026 (“Term”). At the end of the Term, and if the Agreement has not been terminated, the Parties may elect to renew this Agreement for a period of no less than three years, provided such renewal shall be in writing and executed no later than February 1 of the last year of the applicable term.
- 4.02 Notice of Non-Renewal. If this Agreement has not been terminated *and* one of the Parties anticipates opting to not-renew the Term of this Agreement, or any subsequent term, then no later than February 1 of the last year of the applicable term, the Party opting to not renew shall notify the other Party in writing of its intent to not renew this Agreement.
- 4.03.1 Termination Right to a Public Hearing if OP Meets Student Outcome Goals. If neither party is in breach of this Agreement and the School successfully achieves the student outcome goals specified in **Addendum A-3**, attached, the District must hold a public hearing conducted in accordance with Chapter 551 of the Texas Government Code at least sixty (60) days prior to any District action to terminate or non-renew the Agreement. The public hearing shall be held at the School between 6:00PM and 8:00PM on a weeknight with at least five (5) business days’ notice to OP and the public.
- 4.03.2 Termination Right to a Public Hearing if OP Fails to Meet Student Outcome Goals. If the School fails to achieve the student outcome goals specified in **Addendum A-3**, attached, the District shall not extend this Agreement without a public hearing at least sixty (60) days prior to any District action to extend or renew this Agreement.
- 4.04 Termination by Mutual Consent. This Agreement may be terminated at any time by mutual written agreement of OP and the District if termination is effective no sooner than the end of the then current school year. Each of the Parties agrees that it will not unreasonably withhold said agreement.
- 4.05 Termination for Cause. Either Party may terminate this Agreement if the other Party fails to remedy a Material Breach of this Agreement within sixty (60) days after written notice by the non-breaching Party of such Material Breach; provided, however that if the breach involves failure to protect the health, safety, or welfare of students enrolled at School within the meaning of TEC §12.115(a)(3) (requiring determination of such by the Commissioner of Education), then no such notice and opportunity to cure shall be required. If OP terminates this Agreement because of the District’s Material Breach that is not cured, then the District shall pay OP a transition fee that would equal operating costs related directly to the School less payments received from the District, not to exceed two hundred fifty thousand dollars (\$250,000), as liquidated damages. If the District terminates this Agreement because of OP’s Material Breach that is not cured, then OP shall pay the District

the remainder of any unallocated funds related to the School plus all transition costs incurred by the District to resume operations at the School not to exceed two hundred fifty thousand dollars (\$250,000), as liquidated damages.

- 4.06 Termination Related to Program Performance. The District may terminate this Agreement if the School does not meet the Student Outcome Goals specified in **Addendum A-3** after the third year of School operation under this Agreement. Termination under this Section shall be effective at the end of the then current school year so long as written notice of such termination is provided no later than thirty (30) days after receipt of the Commissioner of Education's final academic rating for the School or the final determination of other student outcome goals stated in **Addendum A-3**.
- 4.07 Material Reduction in Funding. If the per-student funding available to the District from the State of Texas is reduced by 7.5 percent from the prior fiscal year, the District will notify OP of the material reduction within 20 days of receipt of the District's Summary of Finance from the Texas Education Agency. The Parties shall then meet to determine whether to continue this Agreement. If the District and OP do not agree within 60 days of notice from the District to OP of the funding reduction, then this Agreement shall terminate at the end of the current school year.

ARTICLE V. RELATIONSHIP OF THE PARTIES

- 5.01 Nature of Relationship. The relationship between the Parties hereto shall be that of contracting parties. OP shall operate as an independent contractor to the District and shall be responsible for delivering the services required by this Agreement. The relationship between and among the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and such contracts and agreements as may be created in the future from time to time between the Parties and reduced to writing.
- 5.02 No Agency. Neither Party will be the agent of the other Party except to the extent otherwise specifically provided by this Agreement. Neither Party has the express nor implied authority to bind the other Party to any contractual duty or other obligation other than what is specifically stated in this Agreement. No employee, agent, or contractor employed or retained by the District to perform work at the School under this Agreement will be deemed to be an employee, agent, or contractor of the OP. No employee, agent, or contractor employed or retained by OP to perform work at the School under this Agreement will be deemed to be an employee, agent, or contractor of the District. Furthermore, both Parties shall represent to third parties and shall disclaim to such third parties, the extent of that Party's binding authority, which must be approved by the Parties' respective governing boards held in accordance with the Texas Open Meetings Act (appearing in minutes of such meeting) and as agreed to in writing by the Parties.
- 5.03 No Common Control. Neither Party is a division, subsidiary, affiliate, or any part of the other Party, nor has the right or authority to exercise any common control of any other Party. Nothing herein shall be construed to create a partnership, joint employer or joint venture by or between the District and the OP.

- 5.04 Assurance of Independence. The OP's governing body shall remain independent of the District. OP's governing body is not and shall not be comprised of any members of the District's Board of Trustees, the District's Superintendent, or any staff member responsible for granting this Agreement.

ARTICLE VI. APPLICABLE LAWS

- 6.01 Compliance with Applicable Law. The Parties shall perform their respective obligations under this Agreement in compliance with Applicable Law. The Parties stipulate that Applicable Law includes, but is not limited to, Title VI of the Civil Rights Act of 1964, as amended; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973 ("Section 504"); the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Individuals with Disabilities in Education Act ("IDEA"); the Family Educational Rights and Privacy Act of 1974 ("FERPA"); the Every Student Succeeds Act to the extent specified in the Act; the Texas Education Code to the extent the School is not exempt; record retention laws and conflicts of interest laws under the Texas Local Government Code and the Texas Local Government Code, to the extent it applies to the School; and any amendments, interpretations, and reauthorizations of the foregoing.
- 6.02 Scope of Applicable Law. The Parties agree that the School and any campus the OP contracts to operate within the District are subject only to those laws and rules to which a campus granted a charter under Subchapter C, Chapter 12 is subject. The Parties agree that certain laws and regulations that apply to other schools within the District may not apply to the School or its operation as a consequence of the grant of a campus charter under Texas Education Code, Chapter 12. The Parties further agree that, except as provided in this Agreement, as identified in **Addendum A-2**, or required by Applicable Law, no provision, rule, or guideline of Texas law otherwise applicable to a governing body or to a school district shall apply to the School or its operation.
- 6.03 Immunity. Nothing contained in this Agreement shall be read to generally waive the immunity granted by TEC, Chapter 22, Subchapter B, and TEC, Chapter 12, Subchapter C or available under common law to either Party or to the School.

ARTICLE VII. GOVERNING POLICIES

- 7.01 Limitation on Authority. Any and all services contracted for or performed for the School must be made by each Party in strict accordance with the responsibilities of each Party as detailed in Article IX this Agreement. An educational or administrative service necessary for operation of the School, but not specifically reserved for the District to provide under Article IX of this Agreement, shall be provided and solely managed by OP. A service is provided by OP if OP performs the service, contracts for its performance, or otherwise ensures and oversees provision of the service. Unless OP agrees in writing, the District has no authority to make purchases for or provide services to the School that are not identified as the District's responsibility under Article IX of this Agreement.
- 7.02 Charter Policy. The School shall operate in accordance with the District's Charter Policies specified in **Addendum A-1**, as they currently exist or as they may be amended, so long

as any such amendment does not constitute a Material Breach of this Agreement. If both Parties agree that an amendment amounts to a Material Breach, then the Parties may agree to operate under a prior (non-amended) policy so long as the prior policy is in compliance with the then-current Applicable Laws.

- 7.03 Adoption and Publication of School Policies. OP shall have the final decision in adopting policies applicable to the School, including authority to adopt the District's policies. All policies adopted by OP shall comply with this Agreement and Applicable Law as defined in Section 3.04 of this Agreement. OP shall provide drafts of proposed policies or proposed amendments to policies currently in effect to the District for review and comment no later than 30 days prior to the meeting at which the policies are to be considered for adoption or amendment. OP will publish adopted policies and District Board Policies applicable by law or by election under this Agreement on the School's website.
- 7.04 Future Waivers and Exemptions. Pursuant to 19 TAC § 97.1075(d)(6), the School is exempt from laws and rules to the fullest extent allowed by TEC, Chapter 12, Subchapter C, and is exempt from all District policies except for laws, rules, and policies that are specifically identified as applicable to the School as explained in Section 7.02 of this Agreement and/or incorporated by reference herein. The Parties will collaborate in applying for waivers from any restrictions imposed by Applicable Law when it is jointly determined that such waiver would expand opportunities for students enrolled in the School. If the District is relieved from compliance from certain state or federal law or regulation through a waiver, adoption, or amendment of a local innovation plan under Chapter 12A, Texas Education Code, the School is automatically relieved from compliance regardless of whether such relief is addressed in this Agreement. Further, if a waiver from a local policy, procedure, protocol, or other requirement is granted to another school in the District that serves students at the same grade levels offered at the School, and the policy is not waived by this Agreement, the waiver applies to the School.

ARTICLE VIII. PERFORMANCE REQUIREMENTS

- 8.01 Student Outcome Goals. The primary responsibility of OP under this Agreement is to ensure that the annual student outcome goals specified in **Addendum A-3**, or as amended, are achieved. Student outcome goals shall be evaluated as to their developmental appropriateness. Should the Texas Education Agency delay accountability sanctions applicable to the School, the Parties agree to revisit the stated outcome goals and baseline measurements in **Addendum A-3**.
- 8.02 Performance Measurement, Methods, and Timeline. The Parties agree that achievement of annual performance targets agreed upon by the Parties and specified in **Addenda A-3 and A-4** will be determined using the methods, indicators, and timelines specified in such addenda.
- 8.03 Performance Consequences. The Parties agree to specific consequences in **Addendum A-5** in the event that the OP does or does not meet the performance expectations and goals described in **Addenda A-3 and A-4**.

- 8.04 Responsibilities of OP Governing Board. The governing board of OP agrees that it is responsible for ensuring that OP achieves performance goals specified in **Addenda A-3 and A-4**, and is obligated to oversee management of the School and intervene as reasonably required to ensure that performance goals are achieved.
- 8.05 Monitoring Performance. The District shall retain the right to monitor the performance of the School and OP under **Addenda A-3 and A-4**. The District shall provide reasonable advance notice of any formal performance monitoring visit to OP's School leader. The District shall share the results of findings/observations of any formal performance monitoring with OP as soon as any report or documentation is completed.

ARTICLE IX. RESPONSIBILITIES

- 9.01 OP Responsibilities: The OP shall have initial, final, and sole authority over all matters involving academic curriculum and the instructional program and related expenditures. As detailed in the subsections below and Section 11.01, OP shall have initial, final and sole authority to select, reassign at the School, or require removal by the District of any District employees or contractors. OP shall have the sole authority regarding the employment of OP employees, including without limitation hiring, assignment, evaluation, compensation, advancement, and other terms of employment concerning OP's employees.

9.01.1 *Administration.* OP shall select and manage the School's Campus Chief Administrative Officer (or Executive Director), Principal, Assistant Principal, and any other role designated as an administrator, who will be employed by the OP.

9.01.2 *Teaching Staff.* OP shall select and manage the School's teachers, teaching assistants, para-professionals, curriculum specialists, program coordinators, and any other academic instructional role, who will be employed by the OP.

9.01.3 *Special Education:* OP shall provide special education and inclusion services with support from the District as outlined in Section 9.02.5. OP agrees to comply with best practices for Special Education services in compliance with guidance from TEA. The parties shall share all information necessary to coordinate special education service. OP shall identify and provide all 504 related services to students with disabilities as required by Applicable Law. OP shall provide all Bilingual Education and English as a Second Language related services and Special Language Programs to the School. Each Party shall comply with State and Federal laws, including but not limited to the IDEA and Section 504, as necessary to carry out its responsibilities under this Agreement.

9.01.4 *Record Keeping:* OP shall appoint and employ personnel responsible for maintaining necessary School records, which shall include, but not be limited to, student attendance, and State and Federal funds accounting. OP and the District can jointly agree on assigning District personnel to assist with the fulfillment of this function.

9.01.5 *Miscellaneous.* OP shall also select and manage any other role directly involved in overseeing/creating School programs, who may be employed by OP.

9.01.6 *OP School and Regional Support.* OP shall ensure that at least one staff member from Green Dot Public Schools National who is proficiently trained in implementing the

OP's instructional model will provide on-site support and oversight to the School not less than quarterly each school year. OP's School leader will also be proficiently trained in implementing the OP's instructional model with appropriate support from Green Dot Public Schools National.

9.01.7. *Removal of District Personnel.* OP shall have the initial, final, and sole authority to remove any District employee or District contractor from the School. If OP removes any District employee or District contractor, then the OP shall provide accompanying documentation and the District must grant the request within 20 working days.

9.02 District Responsibilities: Subject to the OP's annual election under Section 14.03 of this Agreement, the District shall bear all costs for, shall maintain control of and shall be responsible for all activities as agreed to by the Parties, which include but are not limited to the below.

9.02.1 *Maintenance:* The District shall maintain the School campus and Facilities by overseeing and contracting for the maintenance of the campus via janitorial staff, grounds keeping, and necessary repair work. The District shall provide the utilities for operating the School.

9.02.2 *Transportation:* The District shall provide all necessary transportation to and from the School and school related activities, including special education transportation, to and from the School on a regular student transportation route. Additional routes and transportation needs outside of the regular transportation route will be billed at a rate outlined in the district menu of services.

9.02.3 *Health:* The District shall determine and oversee the School's nurse and/or any other health care provider located on the District's premises.

9.02.4 *Food Services.* The District shall provide food and cafeteria services to the School. Food Services shall be provided by the District on an annual basis effective July 1st of each year during the term of this Agreement.

9.02.5 *Special Education:* The Parties share responsibility for providing students at School special education services as provided for in Section 9.01.3 and this section. The District remains the Local Education Agency for purposes of accountability related to providing a free and appropriate public education ("FAPE") and compliance with applicable state and federal law. The District will provide OP access to District employed diagnostician and Licensed Specialists in School Psychology for conducting Special Education services. OP may elect to utilize District vendors or staff, as determined by the District, to provide related services. Related services will be billed to OP monthly based upon use in accordance with Section 14.02. District will be responsible for all education services for students placed outside the School.

9.02.6 *Substitute Teachers.* To the extent the District is able, the District shall provide OP access to its substitute teachers pool. OP shall schedule any needed substitute teachers for the School.

9.02.7 *Security*. The District shall provide, staff, and oversee the School's security operations, including, but not limited to, equipment, crossing guards, and other security personnel

9.02.8 *Accounting and Purchasing Personnel*. The District shall provide, staff, and oversee the District's accounting and purchasing personnel necessary to fulfill the District's obligations under this Agreement.

ARTICLE X. SCHOOL OPERATIONS

- 10.01 OP's Governing Board. OP represents that a true and accurate list of its current directors ("Directors") is attached to this Agreement as **Addendum A-9**. If there is any change to the Directors during the Term of this Agreement, OP shall provide written notice to the District of the change within 30 days. No District Board of Trustees member, Superintendent, or any staff member responsible for granting this Agreement shall be appointed to OP's Governing Board. District staff may not comprise a majority of OP's Governing Board.
- 10.02 Budgetary Authority of OP. OP has sole authority to approve or amend the budget for the School and to make expenditures thereunder relating to any matter involving academic curriculum, the instructional program and expenditures related to OP's responsibilities and obligations under this Agreement.
- 10.03 School Principal. The Chief Administrative Officer (or Executive Director) of the School shall be the assigned agent of the OP, who will monitor, direct and supervise the Principal (Head of School), who shall be appointed by the OP and who will be employed by the OP. The School's overall educational framework, mission, budgetary approval, and policies shall be developed and adopted by OP.
- 10.04 OP Employee. OP shall hire and manage at least one employee at the School, which may be, but is not limited to, the Chief Administrative Officer (or Executive Director).
- 10.05 Grade Levels. Beginning in the 2021-2022 school year the School will serve students in sixth through eighth grade. OP shall not change the grade levels previously served at the School without the District's written consent.
- 10.06 Attendance Area. The School's Attendance area ("Attendance Area") shall be defined as the area designated in **Addendum A-7** to this Agreement subject to TEC §12.065.
- 10.07 Enrollment Policies. The Parties will comply with the enrollment provision of TEC § 11.174(i), which states that any student residing in the attendance zone of the District campus as the attendance zone existed before operation of the District campus under this Agreement shall be admitted for enrollment at the campus. If any vacancies remain after the enrollment of students from the campus attendance zone, then students residing outside of the attendance zone within Beaumont ISD shall be admitted based upon the lottery system adopted by the District with input from OP for both inter and intra-district transfers. Moreover, if any vacancies remain after the enrollment of all Beaumont ISD students, then residents of area school districts are eligible for admission to the School as inter district transfers. Both students who reside within the District and students who reside outside of

the District shall be considered students in Average Daily Attendance for purposes of funding under Article XIV of this Agreement, so long as the student's attendance generates funding for the District from the State of Texas. Should enrollment obtained through the lottery system or admission of inter-district transfers increase School enrollment by more than five percent, the parties agree to consider revision to **Addendum A-3**, Student Outcome Goals. Prior to implementing any plan to increase capacity at School, the District shall provide notice to OP, afford OP an opportunity to weigh in on the plan and coordinate any such capacity increase with OP.

- 10.07.1 Discrimination Prohibition. OP is prohibited from discriminatory admission, suspension, or expulsion of a student on the basis of a student's national origin, ethnicity, race, religion, disability, gender, or academic achievement.
- 10.07.2 Discipline and Expulsion Policies. Subject to TEC §§ 37.005(c), 37.007(h), OP shall implement student discipline and expulsion policies that comply with Applicable Law, including, but not limited to, requirements around age minimums for suspension, mandatory expulsion, and procedural due process.
- 10.08 Schedule. OP shall determine the School's calendar and schedule. OP will collaborate with the District in reviewing the District's policies and schedules and making a good faith effort to align the School's schedule to the extent necessary to enable the District to provide transportation for student enrolled at the School in an efficient manner. OP will have sole authority in determining the school day, school year, bell schedule, schedule for before and after-school services and for extra-curricular activities. OP's schedule shall comply with the State of Texas' required minutes of instruction. OP agrees to provide this information to the District no later than 45 days before start of school and to confer with the District prior to altering.
- 10.09 District Meetings, Initiatives, and Training. School staff under the supervision and control of OP will not be required to participate in District training events or other meetings unless directed by OP. OP agrees that all School staff shall comply with and receive training required by Applicable Law.
- 10.10 Contractor Criminal History Background Checks. The District shall conduct criminal history background checks for all vendors and contractors selected by the District as well as for all District employees. OP shall conduct criminal history background checks for all vendors and contractors selected by OP as well as for all OP employees, as required by Applicable Law, or OP may contract with the District for such checks. The District and OP shall adhere to reporting requirements, definitions, and laws further detailed in Section 11.03.
- 10.11 Technology Infrastructure; Network Services. The District shall be responsible for providing, repairing, and maintaining technology infrastructure, including, but not limited to computers/tablets, printers, etc., and network services at the School of a standard reasonably comparable to other District schools. OP shall provide the District with a list of equipment purchased and collaborate with the District to ensure consistency between the standard equipment and the needs of the School. The initial information technology

equipment located at the School as of the commencement of the Term is included in the term “furnishing.”

- 10.12 Media Requests. The Parties agree to collaborate on responses to any media requests or press releases related to the School. The Parties shall collaborate prior to responding to any media request or making a press release. This requirement does not apply to general communications regarding OP or the District that may include references to the School.
- 10.13 Communications with Students’ Parents. The Parties agree to jointly approve a protocol for both general and urgent communications with students’ parents within 60 days of the execution of this Agreement.

ARTICLE XI. STAFFING

- 11.01 Employment. OP is under no obligation to hire or contract with any person currently employed or contracted by the District in any capacity. Faculty and staff of the School, including, but not limited to, the School Leader, other administrators, teachers, and teaching assistants that are directly hired by OP are employees of OP and not of the District. The Parties acknowledge and understand that employees of OP are not subject to the District personnel policies or procedures and that OP has sole authority over hiring, assignment, evaluation, development, advancement, compensation, continuation, and all other terms of employment with respect to OP’s responsibilities detailed in Section 9.01 of this Agreement and in accordance with OP’s personnel policies.
- 11.02 Documentation. Each Party shall be responsible for the formal documentation of the work performance of their respective employees. The OP may provide information to the District’s Human Resource Director or other designee about the work performance of District employees assigned to the School.
- 11.03 Criminal History Background Checks. Unless contracted for by the District as stated in Section 10.10, OP shall perform all criminal history background checks required by Applicable Law, including without limitation those required for School personnel, applicants, vendors, contractors, and volunteers and shall take action required by law upon completing the background check. OP and the OP’s employees shall adhere to the laws in Senate Bill 7 in the 85th Texas Legislature and codified in TEC §§ 21.006 and 22.087. As permitted by law, OP will notify the District’s Executive Director of Human Resources of any report made to the State Board for Educator Certification regarding educator conduct within one business day of submitting the report. The District’s Superintendent will have no obligation to report OP’s employees to SBEC.
- 11.04 Child Abuse Reporting. All District and OP employees working at the School shall comply with all Applicable Law governing mandatory child abuse and neglect reporting, including but not limited to the Texas Family Code Chapter 261, TEC §§ 38.004, 38.0041, and TAC § 61.1051.
- 11.05 Certified Personnel. The School’s personnel shall at a minimum have the qualifications required by Applicable Law for the assigned role except to the extent a requirement has been lawfully waived or the individual is subject to a lawful exemption.

- 11.06 Employment Records. OP is responsible for maintaining the employment records for all OP Personnel. All employment records of OP employees only are the property of OP.
- 11.07 Employee Complaints and Grievances. The Parties agree that the District's employees' complaints and grievances will be governed by the District's policies and OP's employees' complaints and grievances will be governed by OP's policies.
- 11.08 Non-Solicitation. Neither party will hire an employee of the other on terms that require the employee to begin employment during a current school year unless the employee has been released from contractual obligations. Parties agree to work together to share recommendations regarding former employees who may be suitable for employment by the other Party.
- 11.09 Teacher Retirement System. An employee of the OP is eligible for membership in and benefits from the Teacher Retirement System of Texas if the employee would be eligible for membership and benefits if holding the same position at the District.
- 11.10 District Non-Renewal. In addition to the application of Section 9.01.7 of this Agreement and for purposes of the District's personnel and employment decisions under Article XI of this Agreement, OP shall notify the District at least thirty (30) days prior to the District's non-renewal deadline which District employees will not be accepted or asked to return to the School for the following school year.
- 11.11 Nepotism Restrictions. The School shall comply with all nepotism restrictions as more fully described in **Addendum A-10**. All persons employed by School prior to the Commencement Date of this Agreement will be considered grandfathered in and exempt from such nepotism restrictions.

ARTICLE XII. ACADEMIC PLAN

- 12.01 Curriculum and Program. OP will have initial, final, sole authority to select and approve all curriculum decisions lesson plans, instructional strategies, and instructional materials, as defined in TEC, §31.002(1), to be used at School. This authority includes sole authority over educational programs for specific, identified student groups, such as gifted and talented students, special education students, students of limited English proficiency, students at risk of dropping out of school, and other statutorily defined student populations.
- 12.02 Educational Plan. OP will implement the education plan described in its proposal to operate the School, attached as **Addendum A-6**. The OP will include in the plan or model the vision for the School, including its culture, curriculum, assessment program, instructional strategies, talent recruitment and management strategies, professional development activities or programs, evidence that the aforementioned strategies and programs can be effective with the student population served at the School, and the management routines and practices to be implemented by the OP in managing the staff and academic programs at the School. OP will ensure that curriculum satisfies the minimum requirements outlined in 19 TAC §74.3. OP agrees to notify the District of any significant alteration of this plan within ten (10) school days.

- 12.03 Performance Plan. OP will implement the education plan described in its proposal to operate the School. If the School achieves a C rating sooner than anticipated in **Addendum A-3**, then the Parties may agree to alter the timeline of the performance metrics for the School. Any alteration shall be in writing and signed by both Parties.
- 12.04 Selection of Instructional Materials. OP has sole authority to select instructional materials (as defined in TEC, §31.002(1)) for the School and any other standards that may be required under Applicable Law.
- 12.05 Assessments. OP has sole authority over the selection and administration of student assessments not required by state or federal law.
- 12.06 University Interscholastic League Participation. OP shall maintain participation in University Interscholastic League (UIL) activities to the same extent as similarly situated middle schools at the District, unless authorized to discontinue by the District. All UIL programming must be conducted in accordance with UIL rules and Texas Education Code Sections 12.056(b)(2)(g) and 33.081.
- 12.07 Non-UIL Extracurricular and Co-Curricular Activities. In addition to UIL activities, OP shall maintain co-curricular and extracurricular activities to the same extent as similarly situated middle schools at the District, unless authorized to discontinue by the District or if continuation is contradictory to the OP's campus model.
- 12.08 Student Behavior. Students enrolled at the School will be required to follow the OP's Code of Student Conduct as presented in its proposal to operate the School and attached as **Addendum A-6**. OP agrees that it will not modify expulsion provisions without consent of the District and agrees to notify the District of any other modification in writing at least 60 days in advance of implementation; provided, however, such consent shall not be unreasonably withheld or delayed. OP agrees that a student shall not be suspended or expelled from the School for attendance or academic performance reasons.
- 12.09 Due Process. OP will ensure that due process is afforded with respect to student removals and expulsions.

ARTICLE XIII. FACILITIES

- 13.01 Facilities. The District shall provide facilities, in the form such facilities were dedicated to use by the School during the 2020-2021 School Year, including classrooms, office furniture, equipment, and storage areas for the School and shall provide utilities. Prior to the Possession Date as defined Section 13.03 below, the District and OP shall conduct a walk-through of the Facilities, during which OP shall designate which furniture, equipment, and supplies shall be removed from the School by the District. The District shall honor the OP's request within 30 calendar days. Facilities do not include classroom materials (e.g. books, notepads, pencils, etc.) or any other resources needed for the School's academic curriculum.
- 13.02 Ownership. The Parties acknowledge that all Facilities are owned by the District.

- 13.03 Permitted Use. In accordance with Section 2.04, unless delayed by COVID-19 and an alternate date is agreed to by the parties, beginning on July 1, 2021, (“Possession Date”), and during the Term of this Agreement, OP may use and occupy the Facilities solely for the operation of the School as permitted by this Agreement and applicable law. To the extent OP wishes to use the Facilities for educational activities, separate from the School but associated with its educational purposes, OP must seek approval from the District, and such approval shall not be unreasonably denied; provided, however, OP will remain responsible for all costs incurred by the District for such further use of the facility. OP shall have primary use of the Facilities. Any use of the Facilities by any other individual, group, or organization shall be governed by the District’s facilities use policies, provided that such use does not conflict with OP’s use of the Facilities . Prior to the Possession Date, the District may provide OP access to certain District facilities as requested by OP in order to allow OP to conduct job fairs, assess facilities, and take other reasonable steps necessary to prepare for the implementation of this Agreement.
- 13.04 Furniture and Equipment for Classrooms and Instructional Areas. In consultation with OP regarding the furniture and equipment needs of the OP classrooms, the District will supply existing chairs, desks, bookcases, bookshelves, file cabinets, computer tables, conference tables, and other furniture as reasonably required for the School. Such furniture and equipment will be substantially the same as furniture and equipment provided in other classrooms for the same grade level and/or same subject at the District. Such furniture and equipment does not include classroom materials (e.g. books, notepads, pencils, etc.) or any other resources needed for the School’s academic curriculum. OP also may furnish other furniture, fixtures, and equipment, at OP’s cost and expense, as OP determines what is needed to implement the Program. The title to all furniture and equipment supplied by the District for use by OP remains vested in the District. The title to all furniture and equipment provided by OP, without respect to source of funds, remains vested in OP. The District shall tag and identify its property so that ownership is clear. Each Party shall maintain an inventory list of all of its assets located at the School according to its own inventory control policies.
- 13.05 Fixtures and Alterations. OP may attach non-permanent materials and fixtures to the walls of the School’s classrooms but may not make any other alterations (including adding/removing fixtures) in or to the School’s classrooms or any other part of the District’s facilities used by OP that would alter the walls, floors, or any other permanent structure of the District’s premises without written consent of the District.
- 13.06 Janitorial Services. The District shall provide janitorial services to the area used by OP in the same manner and at the same level of quality as for the remainder of BISD.
- 13.07 Maintenance. The District shall maintain the School classrooms and any other portion of the District’s premises, such as office space and storage area used exclusively for OP in a neat and orderly manner. Both Parties shall comply with the Applicable Laws regarding standards of safety and health of students. The District shall be responsible for routine maintenance and major repairs of the School including upgrades, HVAC equipment, roof repairs, and parking lot repairs. The District shall maintain all other portions of the School in a neat and orderly manner. OP shall immediately (no later than 12 hours of discovery) notify the District of any immediate and urgent repairs needed at the School.

- 13.08 Surrender of the Facilities. On the termination of this Agreement, OP shall leave the Facilities in the same condition in which they were received unless otherwise agreed upon in writing. Reasonable wear and tear from use will be accepted. OP shall return and surrender to the District all exterior door keys, interior door keys, mail box keys, security access cards, and improvements that were provided to OP by the District. The obligations under this Section shall survive the termination of this Agreement.
- 13.09 Maintenance Chargeback to the District. If any repairs, replacements or maintenance required of the District under this Agreement are not assessed with a reasonable timeline for repair developed by the District at the Facilities within three (3) business days after written notice from OP to the District, then OP may, with District's written consent, perform such repairs, replacements or maintenance without liability to the District for any loss or damage which may result by reason thereof, and the District shall reimburse OP immediately upon demand the cost of such repairs, replacements or maintenance. Notwithstanding the foregoing, if the repair, replacement or maintenance required by the District is deemed an immediate and urgent repair, then the District must commence such repair, replacement or maintenance within twenty-four (24) hours of the earlier of (i) notice (oral or written) from any third party, including OP or (ii) the District's actual knowledge of the need for the repair. An "immediate and urgent repair" is defined as a repair that must be made promptly in order to avoid further damage to the Facilities or to avoid threats to the safety of persons.

ARTICLE XIV. FINANCIAL MATTERS

- 14.01 Payment Sources & Structure. The Parties understand that this Agreement allows for OP to receive the District's usual funds from the State's Foundation School Program ("FSP Funds") that all eligible students within the District receive, as well as federal funds received for services to students enrolled at the School, and to receive *additional* SB 1882 funds ("SB 1882 Funds") for those eligible students due to this partnership Agreement as described in this Article. For purposes of this Agreement, FSP funds are based primarily on the weighted average-daily-attendance ("WADA") allocation received by the District under TEC Chapter 42, Tiers I and II for eligible students enrolled in the District and in actual attendance at the School.
- 14.02 Menu of Services. The District may annually publish a service menu and price list for educational and support services other than or in addition to what the District is required to provide under this Agreement. If the District opts to publish a service menu and price list, the District must do so no later than April 1 for the following school year. Such services may include but are not limited to: professional development; participation of School students in extracurricular activities; transportation for field trips; and transportation or food services needed on days in which the District is not operating. Prices will be stated in a per-pupil, per-square foot, or per-day/hour basis format. Prices will be the at-cost prices for District schools. Should OP utilize a service on the menu, the District will reduce OP's monthly payment pursuant to Section 14.05 for the services provided in the month following performance of the service. The District's initial service menu and price list is attached to this Agreement as **Addendum A-8**.

- 14.03 Annual Election for Operational Services. With the exception of building maintenance, OP may opt-out of operational services identified in Worksheet C of **Addendum A-11** on an annual basis. OP shall notify the District by January 1 of its selections for the District's following fiscal year. OP's monthly payment made pursuant to Section 14.05 will adjust to charge or credit the appropriate selections for the remainder of the fiscal year.
- 14.04 Fixed Operational Expenses. Fixed operational services are outlined in Worksheet D of **Addendum A-11**. OP may not elect out of fixed operational expenses. The District will reduce OP's monthly payment made pursuant to Section 14.05 by the amount of fixed operational expenses monthly.
- 14.05 Determination of Per Pupil Funding Allocation. In consideration of the services provided under this Agreement, the District shall pay OP for each school year of the Term, an amount equal to \$11,000 for each student in Average Daily Attendance (ADA) at the School with an annual offset as defined in Sections 14.02, 14.03, and 14.04 above. The annual amount set forth in this Section shall be referred to herein as "the Fee." The Parties recognize that the Fee is earned by OP as contractual fees for services rendered and that, as such, is discretionary and unrestricted in nature to the extent permitted by law.
- 14.05.1. Budget and Funding for the 2021-2022 School Year. The budget for the first year of operation of the School is included as **Addendum A-12** and contains the estimate of the number of students the School is expected to enroll in ADA for the 2021-2022 School Year, which will be the estimated ADA on which the initial monthly payment of the Fee will be based for that school year.
- 14.05.2. Determination of Increase or Decrease in Per Pupil Funding Allocation. The Fee may increase or decrease in school year 2022-2023 and beyond depending upon the amount of state and federal entitlement funding that is appropriated to the District. For purposes of this Agreement, whether the District has experienced an increase or decrease in state funding and federal entitlement funding will be determined by comparing and contrasting the total amount the District receives year over year (1) in state funds as determined by the District's TEA Summary of Finances Report (Line 53/Line 1), and (2) in federal entitlement funds as determined by the District's ESSA Consolidated Application Revised Planning Amount Report. The District realizes an increase if the amount of state and federal entitlement funding in a given fiscal year exceeds the amount of state and federal entitlement funding received in the prior year. The District realizes a decrease if the amount of state and federal entitlement funding in a given fiscal year is less than the amount of state and federal funding received in the prior year.
- 14.05.3. Decrease in Per Pupil Funding Allocation. In the event the District realizes a decrease in state and federal entitlement funding that results in a decrease in per pupil funding in ADA, then the Parties agree to decrease the Fee per student in ADA for that school year in an amount of the percentage decrease realized by the District. The Parties agree that in no event shall the Fee decrease by more than 4 percent, or less than \$10,560.00 per ADA in the first school year of this Agreement.

- 14.05.4. Increase in Per Pupil Funding Allocation. In the event the District realizes an increase in state and federal funding that results in an excess of \$11,000 per pupil funding in ADA, the Parties agree to increase the Fee per student in ADA for that school year in an amount of the percentage increase over the \$11,000 realized by the District.

Other than the Fee paid to the OP under this Section and the grants awarded for the School under Section 14.08, the District shall retain all State, federal and local funds earned or received on behalf of each student at the School to pay for the activities and services provided by the District under this Agreement.

- 14.06 Distribution of Funding Allocation. Payments of the funding allocation set forth above shall be made in monthly installments on the 15th day of each month during the Term, commencing on August 15, 2021, based initially on a projected first-year enrollment of 660. At the conclusion of the 12th month, of the first year, and the 11th month for each year of the Term thereafter, the estimated ADA will be adjusted to actual ADA for purposes of determining the compensation hereunder and any amounts owed by either Party according to a mutually agreed upon settle-up process. In the event that the 15th shall fall on a Saturday or Sunday, payment shall be made on the *following* Monday. In the event that the 15th shall fall on a holiday, payment shall be made on the preceding day or preceding Friday as applicable. For all years following the first year, the first annual payment will occur in September.
- 14.07 Limitations. Notwithstanding any terms herein to the contrary, the District's obligation to compensate OP is expressly subject to the receipt, adjustment, or modification of funds by the District from the State of Texas specifically allocated for those eligible students in attendance at the School. In the event that such funding is not received or reduced, the District shall not be obligated to OP in any amount, and any prior payments made by the District shall be retained by OP in consideration of and as payment for educational services provided to the date of such termination. This section shall not be construed to relieve the District of any responsibility or obligation to OP if the District fails to receive funding as a result of a failure by the District or its agents or contractors to fulfill requirements necessary for securing funding from the State of Texas.
- 14.08 Federal and State Grants. The District may apply for District and/or School-specific grants and the School shall receive funds from any grants awarded the District based on a per-student allocation; provided the District shall only apply for School-specific grants in coordination with OP and with OP's written approval. Should OP fail to respond to a written request for approval within seven calendar days, the District may proceed in applying for School-specific grants without OP's written approval. If the District is successful in its application and receives such grant funds, the District shall retain 15 percent of such grant funds attributable to the School and OP shall receive 85 percent of such grant funds, unless the grant's purpose relates to the District's charter partnership development and start-up. The District shall not be entitled to retain any portion of grant funds awarded to and managed solely by OP. Both the District and OP agree to use any such grant funds in accordance with and for the purposes specified in the grant's application and in the grant award.

- 14.09 Contracting, Purchasing and Procurement. Excluding services that the District provides to OP under this Agreement, OP may establish school-level systems for obtaining, contracting with, and paying its vendors for goods it acquires and services it provides under this Agreement. OP will ensure compliance with applicable state and federal contracting and payment laws. OP reserves the right to contract for any services it deems beneficial in operation of the School.
- 14.10 Accounting and Audits. OP shall comply with generally accepted fiscal management and accounting principles. OP's annual financial reports will be provided to the District in Governmental Accounting Standards Board (GASB) format and its monthly financial reports will be provided in Financial Accounting Standards Board (FASB) format. The Parties shall comply with the financial performance goals detailed in **Addendum A-4**, which shall include, but is not limited to a completion of OP's annual financial report with respect to operation of the School, receipt of an unqualified audit opinion with respect to operation of the School, and specific consequences in the event that OP does not meet the financial performance goals with respect to its operation of the School. In addition to any audits required by Applicable Law, OP shall submit to the District within 180 days following the end of each fiscal year during the Term of this Agreement, financial statements pertaining to operation of the School audited by an independent certified public accountant. The District shall also retain the right to conduct its own campus audit of the School and annual audit of OP's management of funds received for operation of the School as it deems necessary. OP agrees to comply with all rules, regulations, ordinances, statutes, and other laws, whether local, state or federal, including, but not limited to, all audit and other requirements of the Single Audit Act of 1984. In the event an audit occurs and any expenditures relating to this Agreement are disallowed after review and agreement by a second independent auditor mutually identified by the Parties, OP agrees to reimburse the District immediately for the requisite full amount.
- 14.11 Refund upon Termination; Over allocation. In the event of termination during the Term of this Agreement, or an over allocation determined under Education Code Section 48.272 or otherwise, OP agrees to refund to the District within ninety (90) days of the date of termination or over allocation determination, all advanced but unallocated funds should there be any.

ARTICLE XV. RECORDS AND REPORTING

- 15.01 Records Management System. The District shall maintain a records management system that conforms to the system required of school district under the Local Government Records Act, Section 201.001 *et seq.*, Local Government Code, and rules adopted thereunder; provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of this Agreement.
- 15.02 State and Federal Reporting. OP shall report timely and accurate information to the District as necessary for the District to comply with all applicable state and federal requirements. The District shall provide OP with a schedule of reporting requirements and deadlines for OP's compliance. The schedule shall be provided on an annual basis. OP shall report information in the manner requested by the District and correct any demonstrable errors as

requested by the District, provided that the manner of reporting or correction requested is not unduly burdensome to OP.

- 15.03 Lawful Disclosure. To the extent that OP or the District will come into possession of student records and information, and to the extent that OP or the District will be involved in the survey, analysis, or evaluation of students incidental to this Agreement, both Parties agree to comply with all requirements of the FERPA and the Texas Public Information Act. In the event that the District is required to furnish information or records of the School pursuant to the Texas Public Information Act, OP shall furnish such information and records to the District, and the District shall have the right to release such information and records. Either OP or the District may object to disclosure of information and records under FERPA or the Texas Public Information Act.

ARTICLE XVI. INTELLECTUAL PROPERTIES

- 16.01 Proprietary Materials. Each of the Parties shall own its own intellectual property including without limitation all trade secrets, know-how, proprietary data, documents, and written materials in any format. Any materials created exclusively by the District for the School shall be owned by the District, and any materials created exclusively by OP for the School shall be OP's proprietary material, regardless of the funding source used to create such materials. The Parties acknowledge and agree that neither has any intellectual property interest or claims in the other Party's proprietary materials.
- 16.02 Name. OP owns the intellectual property right and interest to all of its intellectual property, including, but not limited to, the names "Green Dot Public Schools" and "Green Dot Public Schools Southeast Texas" (the "Green Dot Names"). The Parties agree that the Green Dot Names may be used by District during the Term of the Agreement. The Parties agree that after the expiration or termination of this Agreement, the District shall not use the Green Dot Names for its own individual purposes.

ARTICLE XVII. INSURANCE

- 17.01 Insurance Coverage. OP shall secure and keep in force during the Term of this Agreement commercial general liability insurance coverage, including contractual coverage, and automobile liability insurance coverage, with minimum liability limits of \$1,000,000 per occurrence, with a \$2,000,000 annual aggregate. In addition, OP shall secure and keep in force sexual misconduct and molestation coverage as of July 1, 2021 applying the same minimum liability limits as above. The District is to be named as an additional insured under such coverage for any liability arising, directly or indirectly, under or in connection with this Agreement, or with regard to the operations of the School or any event arising therefrom. The District shall maintain casualty insurance on the Facilities and on its personal property and commercial general liability coverage applicable to any services it provides at the School, in substantially the same manner as it maintains such insurance with respect to other District schools. OP shall also maintain (a) broad form casualty coverage for all personal property located or used at the School, including the Furnishings, which coverage shall be on a full replacement value basis, and (b) worker's compensation insurance to the extent required by the laws of the State of Texas. Any deductible or other similar obligation under OP's insurance policies shall be the sole obligation of OP and shall

not exceed \$25,000. Notwithstanding the foregoing requirement regarding insurance coverage, the District shall have the right to self-insure part or all of said insurance coverage in the District's sole discretion. In the event that the District elects to self-insure all or any part of any risk that would be insured under the policies and limits described above, and an event occurs where insurance proceeds would have been available but for the election to self-insure, the District shall make funds available to the same extent that they would have been available had such insurance policy been carried.

- 17.02 Form of Policies. All of OP's insurance policies shall be issued by insurance companies qualified to operate in Texas and otherwise reasonably acceptable to the District. Such policies shall name the District, and such other related parties as the District elects, as additional insureds. Evidence of insurance shall be delivered to the District on or before the Possession Date, and thereafter within thirty (30) days prior to the expiration of the term of each such policy, or immediately upon OP's obtaining a new policy. Such coverage may be maintained under a blanket insurance policy of OP.
- 17.03 Evidence of Insurance. Upon request, a Party will furnish a certificate of insurance to the other Party evidencing the required coverage within thirty (30) days after the Possession Date of this Agreement and annually thereafter. Each Party will provide to the other Party notice of any cancellation or material adverse change to such insurance within thirty (30) days of such occurrence.
- 17.04 Cooperation. To the extent that it is reasonably practicable, each Party will comply with any information or reporting requirements required by any of the other Party's insurers.

ARTICLE XVIII. INDEMNIFICATION

- 18.01 **TO THE EXTENT PERMITTED BY APPLICABLE LAW, OP AND DISTRICT AGREE TO COMPLY WITH THE FOLLOWING INDEMNITY PROVISION:**

Each Party (the "Indemnifying Party") covenants and agrees to FULLY INDEMNIFY, DEFEND and HOLD HARMLESS, the other Party and the elected officials, employees, officers, directors, volunteers and representatives of the other Party, individually and collectively (the "Indemnified Party"), from and against any and all costs, claims, liens, damages, losses, expenses, fees, fines, penalties, proceedings, actions, demands, causes of action, liability and suits of any kind and nature, including but not limited to, personal or bodily injury, death and property damage, made upon the Indemnified Party directly or indirectly arising out of, resulting from or related to the Indemnifying Party's activities under this AGREEMENT, including any acts or omissions of the Indemnifying Party, any agent, officer, director, representative, employee, consultant or subcontractor of the Indemnifying Party, and their respective officers, agents employees, directors and representatives while in the exercise of the rights or performance of the duties under this AGREEMENT. The indemnity provided for in this paragraph shall not apply to any liability resulting from the negligence of the Indemnifying Party, its officers or employees, in instances where such negligence causes personal injury, death, or property damage. IN THE EVENT OP AND THE DISTRICT ARE FOUND JOINTLY LIABLE BY A COURT OF COMPETENT JURISDICTION,

LIABILITY SHALL BE APPORTIONED COMPARATIVELY IN ACCORDANCE WITH THE LAWS OF THE STATE OF TEXAS, WITHOUT, HOWEVER, WAIVING ANY GOVERNMENTAL IMMUNITY AVAILABLE TO THE PARTIES UNDER TEXAS LAW AND WITHOUT WAIVING ANY DEFENSES OF THE PARTIES UNDER TEXAS LAW.

The provisions of this INDEMNIFICATION are solely for the benefit of the Parties hereto and not intended to create or grant any rights, contractual or otherwise, to any other person or entity.

Each Party shall advise the other Party in writing within 24 hours of any claim or demand against either Party related to or arising out of the activities under this AGREEMENT.

ARTICLE XIX. GENERAL AND MISCELLANEOUS

- 19.01 Entire Agreement; Order of Precedence. This Agreement, including all referenced attachments and terms incorporated by reference contains the entire agreement of the Parties. All prior representations, understandings, and discussions are merged into, superseded by and canceled by this contract. In case of conflict, the order of precedence of the documents constituting this Agreement is as follows, each listed document superseding in the event of any conflicting provision in a later listed document: (1) this Agreement; (2) Addendum A-1; (3) Addendum A-6; and (4) all other addenda to this Agreement. Any future amendment of this Agreement shall be in writing and shall be signed by both Parties.
- 19.02 Severability. The Parties intend that each provision hereof constitute a separate agreement between or among them. Accordingly, the provisions hereof are severable and in the event that any provision of this Agreement shall be deemed invalid or unenforceable in any respect by a court of competent jurisdiction, the remaining provisions hereof will not be affected, but will, subject to the discretion of such court, remain in full force and effect, and any invalid or unenforceable provision will be deemed, without further action on the part of the Parties, amended and limited to the extent necessary to render the same valid and enforceable and reflect the intent of the Parties.
- 19.03 Waiver. No waiver of any provision of this Agreement will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this Agreement, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
- 19.04 Venue and Jurisdiction. OP and the District agree that this Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and all obligations of the Parties created hereunder are performable in Jefferson County, Texas. Any action or proceeding to enforce the terms of this Agreement or adjudicate any dispute arising out of this Agreement shall be brought in a court of competent jurisdiction in Jefferson County or in the United States District Court for the Eastern District of Texas, Beaumont Division.
- 19.05 Governing Law. The laws of the State of Texas, without regard to its conflict of laws provisions, will govern this Agreement, its construction, and the determination of any rights, duties, obligations, and remedies of the Parties arising out of or relating to this Agreement.

- 19.06 Assignment. Except as otherwise provided in this Agreement, neither Party may assign or delegate any rights or obligations under this Agreement without the prior written consent of the other Party.
- 19.07 Successors and Assigns. This Agreement will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.
- 19.08 Headings and Captions. The headings and captions appearing in this Agreement have been included only for convenience and shall not affect or be taken into account in the interpretation of this Agreement.
- 19.09 Competition. OP, its subsidiaries, and/or its related entities shall not fund or operate any educational institution in the District's Attendance Area during the Term of this Agreement unless such educational institution is authorized by the District.
- 19.10 Days. Any timeline in this Agreement referencing "days" shall mean calendar days.
- 19.11 Notice. Any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery, or (b) expedited delivery service with proof of delivery, (c) United States mail, postage prepaid, registered or certified mail, or (d) via facsimile, telegram or e-mail, address as follows:

If to the OP:

Chris "Cliff" Claflin
Executive Director
1400 Avenue A
Beaumont, Texas 77701
cliff.claflin@greendot.org

If to the DISTRICT:

Dr. Shannon Allen
Superintendent
3395 Harrison Ave
Beaumont, Texas 77706
spier@bmtisd.com

- 19.12 Force Majeure. If the performance of this Agreement or any obligations hereunder is prevented, restricted or interfered with by reason of epidemic, pandemic, earthquake, hurricane, fire, flood or other casualty or due to strikes, riot, storms, explosions, acts of God, war, terrorism, or a similar occurrence or condition beyond the reasonable control of the Parties, the Party so affected shall, upon giving prompt notice to the other Parties, be excused from such performance during such prevention, restriction or interference, and any failure or delay resulting therefrom shall not be considered a breach of this Agreement.
- 19.13 Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be entered into as of the Commencement Date by their duly authorized representatives.

By: _____
Chris "Cliff" Claflin, Executive Director
Green Dot Public Schools Southeast Texas

By: _____
Dr. Shannon Allen, Superintendent
Beaumont Independent School District

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

Note: The following provisions address requirements for a charter partnership to receive the benefits of Education Code 11.174 and 48.252. For the general campus charter requirements applicable to partnership charters, see EL(LEGAL).

**Contract Regarding
Operation of District
Campus**

The board may contract with a partner to operate a campus. The partner may be an open-enrollment charter school or, on approval by the commissioner of education, an entity granted a charter by the district under Chapter 12, Subchapter C that is eligible to be awarded a charter under Education Code 12.101(a). The campus must be granted a charter under Chapter 12, Subchapter C. *Education Code 11.174(a), (d)*

A campus operated under a contract qualifies for an exemption from intervention as provided below and qualifies for funding as provided by Education Code 48.252 [see Funding for Certain Students, below].

The board may enter into a contract only if:

1. The charter of the open-enrollment charter school has not been previously revoked;
2. For the three school years preceding the school year of the proposed operation of the campus, the open-enrollment charter school has received:
 - a. An overall performance rating of acceptable or higher; and
 - b. A financial accountability rating indicating financial performance of satisfactory or higher; or
3. The entity considered for a district-authorized charter has not previously operated an open-enrollment charter school in which the charter expired or was revoked or surrendered.

Education Code 11.174(a)–(b)

Intervention Pause

For a campus under a contract that received an overall performance rating of unacceptable under Education Code Chapter 39, Subchapter C for the school year before operation under the contract began, the commissioner may not impose a sanction or take action against the campus under Education Code 39A for failure to satisfy academic performance standards during the first two school years of operation of a campus under the contract. [See AIA, AIC]

A campus is eligible for an exemption from applicable sanctions or actions if the campus and the partnership to operate the campus

meet all applicable requirements and the campus was operated under the partnership from the first to the last day of the school year of the campus. A school year must include, at a minimum, all minutes of operation and instructional time conducted on the campus, and all the days for which the instructional workforce of the campus that provides education services for students are employed.

The overall performance rating received by the campus during those first two school years is not included in calculating consecutive school years and is not considered a break in consecutive school years.

Education Code 11.174(f); 19 TAC 97.1077

Applicability

A campus shall not qualify for an intervention pause unless during the school year prior to the operation of a partnership charter the campus received an unacceptable performance rating, except as provided by 19 Administrative Code 97.1077(e) (campus that operates a partnership charter for less than a year). *19 TAC 97.1062(b)*

The Texas Education Agency (TEA) will not withdraw or postpone issuing any orders or determinations required or authorized that arise due to the performance rating from the school year prior to the school year in which the campus qualifies for the intervention pause, and any order or determination will resume upon expiration of the intervention pause.

Any intervention or sanction not covered by the intervention pause shall continue.

If a campus ceases to qualify for the intervention pause at any point during a school year, TEA will resume previously ordered interventions and sanctions, order interventions and sanctions based on the rating from that school year, and count that rating for purposes of consecutive years of performance.

TEA will not pursue interventions under Education Code 39A.101–39A.109 and 39A.111 for a campus eligible for an intervention pause if one of the school years eligible for an intervention pause results in an acceptable or higher overall rating.

If after the expiration of the intervention pause a campus receives an unacceptable rating, TEA will apply the requisite interventions that apply to the consecutive year that corresponds to the campus's actual number of consecutive years of unacceptable performance minus the number of intervention pause years and, if applicable, accounting for the modification under 19 Administrative Code 97.1062(c).

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

If a campus qualifies for an intervention pause for a school year after the conclusion of the school year in which an order is authorized under Education Code 39A.111, the intervention under Education Code 39A.111 will not pause.

A campus that receives an intervention pause will still receive an accountability rating for that school year.

Performance of students at a campus that receives an intervention pause shall be considered in the accountability rating of the district and the application of an intervention pause to a campus shall not pause or alter any intervention applicable to the district or other campuses.

Appeal

A determination under this section that arises from the application of Education Code 28.020 is final and may not be appealed.

Partial Year

A partial school year that results in an intervention pause under 19 Administrative Code 97.1077(b) or (c) constitutes one full year of a pause. This provision expires on September 1, 2023.

19 TAC 97.1062(d), (f)-(n)

*Additional
Exemption*

A campus that receives an exemption from a sanction or other action may receive another exemption while operating under a subsequent contract only if the campus receives approval for the exemption from the commissioner. *Education Code 11.174(g)*

Funding for Certain
Students

A district that enters into a contract is entitled to receive for each student in average daily attendance at the campus an amount equivalent to the difference, if the difference results in increased funding, between the amount described by Education Code 12.106 and the amount to which the district would be entitled under this Education Code Chapter 48. This section applies only to a district that does not appoint a majority of the governing body of the charter holder. *Education Code 48.252*

Consultation with
Campus Personnel

Before entering into a contract, the district must consult with campus personnel regarding the provisions to be included in the contract between the district and the open-enrollment charter school. All rights and protections afforded by current employment contracts or agreements may not be affected by the contract entered into between a district and an open-enrollment charter school. *Education Code 11.174(c)*

Notice to
Commissioner

A district proposing to enter into a contract with a campus or program charter shall notify the commissioner of the district's intent to enter into the contract according to commissioner rules. The commissioner shall notify the district whether the proposed contract is

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

approved not later than the 60th day after the date the commissioner receives notice of the proposed contract and all information required by the commissioner to be submitted. If the commissioner fails to notify the district that the proposed contract has been approved or denied within the period prescribed by this subsection, the proposed contract is considered approved. *Education Code 11.174(k)*

Enrollment Eligibility The contract must include a provision addressing student eligibility for enrollment.

The contract must provide that any student residing in the attendance zone of the campus as the attendance zone existed before operation of the campus under the contract shall be admitted for enrollment at the campus. The contract must establish enrollment preference for students who do not reside in the attendance zone as follows:

1. Other students residing in the school district in which the campus is located; and
2. Students who reside outside the school district.

Education Code 11.174(h), (i)

Operating Partner An operating partner means a state authorized open-enrollment charter school or an eligible entity as defined by Education Code 12.101(a). *19 TAC 97.1075(b)(1)*

Conferred Authority The district must confer, at a minimum, the following enhanced authorities to the operating partner:

Staffing
Authorities

1. The operating partner must have authority to employ and manage the campus chief operating officer, including the initial and final non-delegable authority to hire, supervise, manage, assign, evaluate, develop, advance, compensate, continue employment, and establish any other terms of employment.
2. The operating partner must have authority over the employees of the operating partner, including initial and final non-delegable authority for the operating partner to employ and/or manage all of the operating partner's own administrators, educators, contractors, or other staff. Such authority includes the authority to hire, supervise, manage, assign, evaluate, develop, advance, compensate, continue employment and establish any other terms of employment.

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

3. The operating partner must have sole authority over the assignment of all district employees to the campus, including initial and final authority to approve the assignment of all district employees or contractors to the campus.
4. The operating partner must have initial, final, and sole authority to supervise, manage, evaluate, and rescind the assignment of any district employee or district contractor from the campus. If the operating partner rescinds the assignment of any district employee or district contractor, the district must grant the request within 20 working days.
5. The operating partner must directly manage the campus principal or chief operating officer, including having the sole responsibility for evaluating the performance of the campus principal or chief operating officer.

19 TAC 97.1075(c)(1)

Other Authorities

The operating partner must have:

1. Initial, final, and sole authority to approve all curriculum decisions beyond the minimum requirements outlined in 19 Administrative Code 74.2 and 74.3 (required elementary and secondary curriculum), lesson plans, instructional strategies, and instructional materials as defined by law, to be used at that campus;
2. Initial, final, and sole authority over educational programs for specific, identified student groups, such as gifted and talented students, students of limited English proficiency, students at risk of dropping out of school, special education students, and other statutorily defined populations;
3. Initial, final, and sole authority to set the school calendar and daily schedule, which may differ from those in other district campuses;
4. Initial, final, and sole authority to select and determine the use of any and all assessments to be used on the campus that are not required by the state of Texas;
5. Initial, final, and sole authority to determine how the entire campus budget, including any and all federal and state grant funds due the campus, is allocated. The governing body of the operating partner shall approve the campus budget in a meeting held under the Texas Open Meetings Act [see BE]. Notwithstanding such budget authority, the operating partner's expenditures must comply with the applicable restrictions on the use of state and federal funds; and

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

6. Initial, final, and sole authority to implement and adjust the campus budget.

19 TAC 97.1075(c)(2)

Performance
Contract

To contract to partner to operate under Education Code 11.174, the district's board must grant the operating partner a campus charter under Education Code Chapter 12, Subchapter C. The charter must include performance expectations memorialized in a performance contract as required by law. The performance contract must include, at a minimum, the following:

1. A clear and unambiguous description of enhanced authorities as outlined above;
2. Academic performance expectations and goals, which shall include, but are not limited to;
 - a. For campuses that are paired for accountability purposes, specific annual targets for improved student academic performance;
 - b. For campuses issued an accountability rating under Education Code 39.054, a specific annual target for the overall campus academic rating; and
 - c. Specific consequences in the event that the operating party does not meet the academic performance expectations and goals described in the performance contract;
3. Annual financial performance expectations and goals, which shall include, but are not limited to:
 - a. The completion of an annual independent financial report, including an audit, of the operating partner organization, limited to matters directly related to the management or operation of the campus or campuses;
 - b. Receipt of an unqualified audit opinion, in connection with the annual financial report required above; and
 - c. Specific consequences in the event that the operating partner does not meet the annual financial performance expectations and goals described in the performance contract;
4. A description of the campus enrollment and expulsion policies that must comply with Education Code 11.174(i);
5. A contract term of up to ten years as required by Education Code 12.0531, with a provision(s) specifying a requirement for a public hearing at least 30 days prior to any district action

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

to terminate or extend if required by 19 Administrative Code 97.1075(d)(5);

6. A contract term stating that the campus is exempt from laws and rules to the fullest extent allowed by the Education Code, Chapter 12, Subchapter C, and is exempt from all district policies except for laws, rules, and policies that are specifically identified as applicable to the campus in the performance contract;
7. A section that describes the funding structure of the partnership as required by 19 Administrative Code 97.1075(d)(7);
8. Service-level agreements that list the resources and services the operating partner intends to purchase from the district and the specific costs of such services by pupil, square foot, campus, or the percentage of the total district budget for the specific resource or service. The resources and services may include:
 - a. Facility use and related matters;
 - b. Transportation;
 - c. Specific education program services, such as providing special education services; and
 - d. Access to other resources and services as agreed between the parties;
9. A section that describes the educational plan or academic model that the operating partner will implement on the campus or campuses;
10. An assurance that the district has consulted with campus personnel regarding the provisions included in the performance contract and that the rights and protections afforded by current employment contracts or agreements shall not be affected by this contract as required by Education Code 11.174(c), unless the district is partnering with an entity described in Education Code 11.174(a)(2); and
11. A description of the specific and material consequence(s) in the instance that either the district or the operating partner breaches the contract.

19 TAC 97.1075(d); Education Code 12.0531

Eligible partnerships must notify TEA of amendments to performance contracts within 30 calendar days of the amendment of the contract. *19 TAC 97.1075(g)*

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

TEA Monitoring	The commissioner shall continue to evaluate and assign overall and domain performance ratings under Education Code 39.054 to the campus. In order to qualify for ongoing benefits subsequent to initial eligibility validation or approval, the eligible partnership campus must comply with all information requests or monitoring visits deemed necessary by the TEA staff to monitor the ongoing eligibility of the partnership. <i>19 TAC 97.1075(h)–(i)</i>
Entity Granted a Charter by the District	Title 19 Administrative Code 97.1079 applies only to districts that intend to contract to partner to operate a campus and receive benefits under Education Code 11.174(a)(2).
Definitions	
<i>Eligible Entity</i>	“Eligible entity” means an institution of higher education, a non-profit organization, or a governmental entity. For applicants seeking approval of an institution of higher education, which has been granted a charter in accordance with Education Code Chapter 12, Subchapter E, the commissioner will treat the institution of higher education as an open-enrollment charter.
<i>Campus</i>	“Campus” means an organizational unit operated by a district that is eligible to receive a campus performance rating in the state accountability system, including a rating of Not Rated or Not Rated: Data Integrity Issues. This definition includes a charter school campus.
<i>Applicant</i>	“Applicant” means a district seeking approval to receive benefits for an eligible entity to contract to partner to operate a campus.
<i>Proposed Operating Partner</i>	“Proposed operating partner” means an eligible entity seeking approval in coordination with a district to contract to partner to operate a campus. <i>19 TAC 97.1079(b)–(c), .1051(3); Education Code 12.101(a)</i>
Eligibility Approval Process	TEA shall review application packages submitted under this provision. If TEA determines that an application package is not complete and/or the applicant does not meet the eligibility criteria, TEA shall notify the applicant and allow ten business days for the applicant to submit any missing or explanatory documents. Upon written notice to TEA, an applicant may withdraw an application package. <i>19 TAC 97.1079(e)(2)–(3)</i>
<i>Public Information</i>	All parts of the district’s eligibility approval request are releasable under the Texas Public Information Act [see GBA] and will be posted to the TEA website. Information described in 19 Administrative Code 97.1079(e)(4) must be excluded or redacted from an eligibility approval request. <i>19 TAC 97.1079(e)(4)</i>

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LEGAL)

*Criteria for
Approval*

The commissioner shall consider the criteria described in 19 Administrative Code 97.1079(e)(9) when determining approval to contract to partner to operate a campus and receive benefits under Education Code 11.174(a)(2). *19 TAC 97.1079(e)*

Appeals

A decision made by TEA to deny, remove, or return an eligibility approval request is a final administrative decision of TEA and may not be appealed under Education Code 7.057. *19 TAC 97.1079(f)*

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

Authorization

To provide quality educational settings for all students and to obtain benefits under Education Code 11.174 and 48.252, the District may establish partnership charters as permitted by law and as described in this policy. The District shall be committed to rigorous decision-making and shall grant campus charters only to applicants that have demonstrated the competence and capacity to succeed in all aspects of the proposed campus charter.

Definitions

Operating Partner

An “operating partner” means a state-authorized open-enrollment campus charter or an eligible entity as defined by law for purposes of contracting to partner with the District to operate a District campus under state law.

Partnership
Program

A “partnership program” means a District-initiated program established in accordance with state law in which the Board contracts to operate a District campus in partnership with an open-enrollment charter school or other eligible entity as defined by law.

**Compliance with
Law**

A partnership program shall comply with all applicable requirements of state law, any applicable grant program requirements, local criteria specified in policy, and the applicable charter performance contract. Campus charters shall comply with all federal and state laws governing such charters and shall be nonsectarian. [See EL(LEGAL)]

Application

Process

In establishing a partnership program, the District may issue requests for applications designed to identify operating partners best qualified to meet the needs of the District.

The Board shall consider an application if the applicant:

1. Meets the eligibility requirements for a campus charter in accordance with law;
2. Follows the application process established by the District; and
3. Provides assurances to the Board that the applicant will comply with the statutory and District requirements for a campus charter.

The application process shall include:

1. A comprehensive written application;
2. A rigorous review of the application by a charter application review committee;
3. A formal recommendation from the review committee to the Superintendent for approval or denial of each application;

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

Content

4. A formal recommendation from the Superintendent to the Board for approval or denial of each application; and
5. A vote by the Board to approve or deny each application.

An application shall include the following, at a minimum:

1. The purpose and community need for the proposed campus charter;
2. A statement of the proposed campus charter's mission and goals;
3. Identification of the students to be served;
4. The academic plan including educational focus, program, curriculum to be offered, and a description of the proposed school day, calendar, and year;
5. The plan for meeting the needs of students with disabilities, English language learners, and other special populations;
6. The plan for measuring and reporting student achievement and increases in student achievement for all student groups;
7. The financial and business plan, including a proposed five-year operating budget and a contingency budget for lower than expected enrollment;
8. Identification and description, including the expertise and professional backgrounds, of the proposed governing body members and campus leadership;
9. The governance and decision-making plan including governing board structure, campus leadership and management structure, and organization chart;
10. Indications that the proposed governance structure is conducive to sound fiscal and administrative practices and strong, accountable, independent oversight of the campus;
11. Identification and description of any services the proposed campus charter expects to be performed by the District (e.g., transportation, food);
12. The proposed campus charter's leadership roles and responsibilities regarding personnel, the budget, purchasing, program funds, and other areas of management;
13. The campus charter's staffing and employment plan consistent with federal and applicable state guidelines, including

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

due process, employment contract nonrenewal, and termination procedures;

14. Information on the qualifications, experience, recruitment, selection, professional development, and ongoing evaluation of teaching staff to be hired for the campus;
15. The proposed student recruitment, enrollment, and withdrawal processes, and a plan for ensuring equitable access in accordance with law;
16. The student discipline plan and procedures;
17. The petition indicating evidence of support for the approval of a charter as required by law, if applicable; and
18. A pre-operational start-up plan detailing tasks, responsible parties, and a timeline for completion.

Review Committee

Composition

The Superintendent shall establish a review committee to conduct a substantive and merit-focused evaluation of each application submitted in accordance with the District's published application procedures.

The review committee shall be composed of District staff and external evaluators with relevant and diverse expertise.

Conflicts of Interest

A review committee member shall disclose any potential conflict of interest with an applicant.

Review Process

The review committee may:

1. Request additional information or documents from the applicants;
2. Schedule interviews with applicants; or
3. Request that the Board schedule a public hearing to allow applicants an opportunity to present their application and campus plans to the Board and to the community before formal consideration by the Board.

Recommendations

The review committee shall provide to the Superintendent a recommendation for denial or approval of each application based on the District's established criteria. After considering the review committee's recommendation, the Superintendent shall make a formal recommendation to the Board for approval or denial of each application.

**Charter Performance
Contract**

If the Board approves an application, the Board shall execute a written charter performance contract that includes provisions as required by law and establishes the legally binding terms under

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

which the campus charter will operate and be evaluated during the charter term and for renewal.

Each charter performance contract shall address the material terms of the campus charter's operation as required by law. Each charter performance contract shall be granted for a period of up to ten years with a rigorous review every five years.

Standards

In addition to standards required by law, the charter performance contract shall include additional standards established by the Board, including expectations for academic performance, short-term financial performance, long-term financial stability, and operational and governance performance.

The performance standards shall also address expectations for appropriate access, education, support services, and outcomes for students with disabilities.

**Oversight and
Evaluation**

Monitoring System

The Board shall implement a comprehensive performance accountability and compliance monitoring system that is aligned with the Board's performance standards and provides the Board with the information necessary to make rigorous, evidence-based decisions regarding charter renewal, revocation, and probation or other interventions. This monitoring system shall be based on and aligned with academic, financial, operational, and governance standards set forth in the charter performance contract.

To the extent possible, the Board shall minimize administrative and compliance burdens on campus charters and focus on holding campus charters accountable for outcomes rather than processes.

Data Collection

Campus charters shall provide information and data to the District pursuant to state law and the District's reporting schedule using a state-approved student management system.

The District shall require each campus charter to report its performance separately and shall hold each campus charter accountable for its performance.

Evaluation and
Reports

Annually, the Board shall evaluate each campus charter against the performance standards established by the Board or law.

The Board shall communicate evaluation results to the campus charter's governing body and leadership in a written report that summarizes compliance and performance, including areas of strength and improvement. The results of all evaluations shall be made accessible to the public and available on the District website.

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

The Board shall produce for the public an annual report that provides performance data for all the campus charters it oversees, including individual campus performance and overall campus charter performance. The annual report shall at a minimum be posted on the District website.

**Campus Charter
Autonomy**

In accordance with law and the charter performance contract, the Board shall support the operating partner's authority over the campus charter's day-to-day operations.

The Board shall recognize the governing board of the campus charter as independent and autonomous from the Board and District, with full authority and accountability for the campus charter's performance and operations.

Conflicts of Interest

The District and the operating partner shall comply with applicable conflict of interest provisions in law.

Intervention

The District shall give timely notice to the campus charter of any violations of the charter performance contract or performance deficiencies justifying formal intervention. The notice shall identify in writing the concerns, and, if applicable, the time frame for remediation. The notice may include additional consequences if any of the concerns are not remedied within the stated timeline.

Depending on the severity of the concern or deficiency, the Board may place a campus charter on probation or revoke the charter performance contract, in accordance with the terms of the contract and applicable law.

Probation

Criteria

The Board may place a campus charter on probation as permitted by law or the charter performance contract, or for failure to meet academic performance standards.

Procedure

In the event of any indication or allegation that a campus charter has committed a violation of law or the charter performance contract that may warrant probation, the District shall take the following steps:

1. The Superintendent shall investigate the allegations and hold a conference with the chief operating officer and governing body of the campus charter to discuss the allegations.
2. If the Superintendent determines that a violation or mismanagement has occurred, the chief operating officer of the campus charter shall respond to the allegation at the next regularly scheduled Board meeting.
3. The Board shall hear the presentation and take action, if necessary, to place the campus charter on probation. If the Board

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

decides to place the campus charter on probation, it must provide an opportunity for a public hearing as required by law.

4. If a campus charter is placed on probation, the campus charter must take action to remedy the identified violations or underperformance and report on the status of its corrective actions in accordance within the timeline for remediation established by the District.
5. The District shall establish a timeline for monitoring the campus charter's corrective actions and re-evaluating the campus charter's status to determine when the campus may be removed from probation or whether to consider revocation.

Revocation

Criteria

The Board may revoke a campus charter as permitted by law or the charter performance contract for failure to meet performance standards.

The Board shall revoke a campus charter if the District finds clear evidence of a campus charter's persistent or serious underperformance or violation of law, the charter performance contract, or the public trust in a way that imperils students or public funds, including any of the following:

1. Persistent or serious violation of applicable state or federal law;
2. Persistent or serious violation of a provision of the charter performance contract;
3. Persistent or serious failure to meet generally accepted accounting standards for fiscal management;
4. Persistent failure to improve student academic achievement for all student groups;
5. Failure for three consecutive years to meet the academic or financial accountability standards outlined in law;
6. Failure for three consecutive years to meet the academic or financial performance standards established in the charter performance contract;
7. Multiple placements on probation as specified in the charter performance contract; or
8. Failure of the District to obtain the benefits of Education Code 11.174 and 42.2511, if applicable.

The Board's decision whether to revoke a campus charter shall be based on the best interests of the students, including a decision by the commissioner to extend an exemption from a sanction or other

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

action under Education Code 11.174(g); the severity of the violation; applicable law; and any previous violation committed by the campus charter.

Procedure

In the event of an indication or allegation that may warrant campus charter revocation, the District shall take the following steps:

1. The Superintendent shall investigate the allegations and hold a conference with the chief operating officer and governing body of the campus charter to discuss the allegations.
2. If the Superintendent determines that a violation or mismanagement has occurred, the chief operating officer of the campus charter shall respond to the allegation at the next regularly scheduled Board meeting.
3. The Board shall hear the presentation and take action, if necessary, to revoke the campus charter. If the Board decides to revoke the campus charter, it must provide an opportunity for a public hearing as required by law.

In the event of a health or safety concern, the Board may immediately suspend campus operations before revocation takes effect.

Notification

If the Board decides to revoke a charter performance contract, the Board shall notify the campus charter of the action in writing. The notice shall include the reasons for the revocation and the effective date of the revocation, which shall be no later than the end of the current school year or may be effective immediately in the event of a health or safety concern.

Contract Renewal

Upon the expiration of a charter performance contract, the Board may renew the contract for up to an additional ten-year term. In accordance with law, the Board shall renew a charter performance contract only if the Board finds that the campus charter has substantially fulfilled its obligations and met the performance standards in the contract and applicable law.

The Board shall consider the following, in addition to other factors specified in the charter performance contract:

1. Multiple years and measures of performance against the performance standards and expectations established in the charter performance contract and applicable law;
2. Financial audits;
3. Performance and compliance reports, including site visit reports, if applicable; and

CAMPUS OR PROGRAM CHARTERS
PARTNERSHIP CHARTERS

ELA
(LOCAL)

4. The campus charter's performance on corrective action plans or other required interventions, if necessary.

Procedure

The District shall publish the renewal application process, including the renewal criteria and timelines.

As part of the renewal application process, the District may provide each campus charter, in advance of the renewal decision, a cumulative report that summarizes the campus charter's performance record over the contract term and states the District's summative findings concerning the campus's performance and its prospects for renewal.

Decision Not to Renew

The Board may choose not to renew a charter performance contract for any of the following reasons:

1. Failure to meet student performance standards or other obligations in the charter performance contract;
2. Failure to meet generally accepted accounting standards for fiscal management;
3. Violation of any provision of the contract or applicable state or federal law; or
4. Other reason as determined by the Board.

Notification

If the Board decides not to renew a contract, the Board shall notify the campus charter of the action in writing no later than the last Friday in January during the final year of the charter performance contract. The notice shall include the reasons for the action and the effective date of the campus charter closure, which shall be no later than the end of the current school year.

Closure Protocol

The Board shall develop a detailed campus closure protocol to apply if the Board decides not to renew or to revoke a charter performance contract and close the campus. The protocol shall ensure timely notification to parents including assistance in finding new placements; orderly transition of student records to the District; and disposition of campus funds, property, and assets in accordance with law. In the event of closing any campus charter, the District shall oversee and work with the campus charter's governing board and leadership to carry out the closure protocol.

ADDENDUM A-2

POLICY ELECTION

Green Dot Public Schools is not obligated to adopt any BISD policies other than the charter policy described in Addendum A-1.

ADDENDUM A-3
ACADEMIC PERFORMANCE GOALS, ML KING

Performance Measure	2021-2023*	2023-2024	2024-2025	2025-2026
Overall Accountability Rating	7 pts/year higher than baseline	C or 7 pts/year higher than baseline	B/C or 7 pts/year higher than baseline	A/B or 7 pts/year higher than baseline
School Progress Measure	<i>OP will have two years after its partnership begins before it is held accountable under State Accountability Ratings. OP will be evaluated against performance metrics below, established outside of the State Accountability Ratings for years one and two.</i>	Set specific target for student growth based on 2022-2023 School Progress Measure		
Student Achievement		Set specific target for Student Achievement after review of two years of STAAR assessment data		
Closing the Gaps		Set specific target for Student Achievement after review of two years of STAAR assessment data for specific subgroups of students		

iReady Assessment data (all grades within cohort) % meeting typical growth*	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Math: Each Fall diagnostic data used to establish a baseline. Spring data will increase by 3 percentage points annually OR reach a threshold of OR ≥65%	SY22 Baseline	SY22 + 3% OR ≥65%	SY23 + 3% OR ≥65%	SY24 + 3% OR ≥65%	SY25 + 3% OR ≥65%
Reading: Each Fall diagnostic data used to establish a baseline. Spring data will increase by 3 percentage points annually OR reach a threshold of OR ≥65%	SY22 Baseline	SY22 + 3% OR ≥65%	SY23 + 3% OR ≥65%	SY24 + 3% OR ≥65%	SY25 + 3% OR ≥65%

School Culture Metrics	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<u>3A: Suspension Data</u> % reduction in OSS School will reduce annual OSS rate by 25%	SY19 - 25% OR $\leq$ district avg	SY22 - 25% OR $\leq$ district avg	SY23 - 25% OR $\leq$ district avg	SY24 - 25% OR $\leq$ district avg	SY25 - 25% OR $\leq$ district avg
<u>3B: Attendance Data</u> % annual increase in attendance	SY19 + 0.5% OR $\geq$ district avg	SY22 + 0.5% OR $\geq$ district avg	SY23 + 0.5% OR $\geq$ district avg	SY24 + 0.5% OR $\geq$ district avg	SY25 + 0.5% OR $\geq$ district avg
<u>3C: Staff Retention</u> School will retain 85% of all staff rated "effective" or "highly effective"	Baseline Period 1	Baseline Period 2	Baseline (Avg P1 + P2) + 5% OR $\geq$ 85%	SY24 + 5% OR $\geq$ 85%	SY25 + 5% OR $\geq$ 85%

ADDENDUM A-4

FINANCIAL PERFORMANCE GOALS

1. The Operating Partner shall complete an annual independent financial report that meets the expectations outlined in Texas Administrative Code §109.23 (relating to School District Independent Audits and Agreed-Upon Procedures). The audit must provide the following information to district authorizers:
 - a. Audited balance sheet or Statement of Financial Position
 - b. Audited income statement or Statement of Activities and Changes in Net Assets
 - c. Audited statement of cash flows
 - d. Notes to the audited financial statements
 - e. Charter school board-approved budget with enrollment targets
 - f. Actual enrollment information
 - g. Annual debt schedule indicating the total principal and interest due
2. The Operating Partner shall obtain an unqualified audit opinion, in connection with the annual financial report.
3. The Operating Partner must operate within available funding, and any negative budget variances must be addressed by modification of spending plans and practices.
4. The Operating Partner will have a minimum of 30 Days Cash on hand following the end of the third year of its operation of the School.
5. All of the above items, with exception to number four, must be accomplished each year of the School's operation under this agreement.

ADDENDUM A-5

ACADEMIC PERFORMANCE CONSEQUENCES

1. A school that exceeds its academic target goals for each rating category in Addendum A-3 implies that the charter school is exceeding expectations and showing exemplary performance. This school is clearly on track for charter renewal and is warranted consideration for the authorizer to encourage expansion or replication should the District issue a new Call for Quality Schools.
2. A school that ***Meets Standard*** and performance metrics as defined in the performance contract and in Addendum A-3 requires no follow-up action by the district authorizer. This school is clearly on track for charter renewal and is warranted consideration for the authorizer to encourage expansion or replication should the District issue a new Call for Quality Schools.
3. For the purposes of annual reporting and high-stakes decision making, a district authorizer may also give a ***Meets Standard*** rating to schools that did not meet standards on the initial review of their student performance if, upon follow-up review, the authorizer concludes that concerns initially raised have been addressed and performance indicates student success viability.
4. Schools that are an academic risk may be eligible for notice of unsatisfactory performance, probation, or other forms of intervention as described in BISD Board Policy ELA (LOCAL).
5. If the School's academic performance standard fails to achieve a Meets Standard rating, the School may be subject to the performance consequences set forth in this Agreement.

ADDENDUM A-5

FINANCIAL PERFORMANCE GOAL CONSEQUENCES

1. A school that ***Meets Standard*** on all indicators as defined in Addendum A-4 based on an initial review requires no follow-up action by the district authorizer.
2. For the purposes of annual reporting and high-stakes decision making, a district authorizer may also give a ***Meets Standard*** rating to schools that did not meet standards on the initial review of their financials if, upon follow-up review, the authorizer concludes that concerns initially raised have been addressed and performance indicates sound financial viability.
3. If a school does not achieve a rating of ***Meets Standard*** based on an *initial* review of the school's financials, the district authorizer will follow up to determine if the school is truly a financial risk for the purposes of annual reporting, intervention, and high-stakes decision making as described in BISD Board Policy ELA (LOCAL).
4. Schools that are a financial risk may be eligible for notice of unsatisfactory performance, probation, or other forms of intervention as described in BISD Board Policy ELA (LOCAL).
5. Schools that do not achieve a rating of ***Meets Standard*** are considered a significant financial risk and may require probation, intervention, or non-renewal as described in BISD Board Policy ELA (LOCAL).



Beaumont ISD

**2019-2020 Local Campus Partner
Application**

Applicant Information

Name of Applicant Organization	Green Dot Public Schools National (GDPSN)
Primary Contact Person	Chad Soleo
Mailing Address	1149 S. Hill Street, Ste #600 Los Angeles, CA 90015
Phone Number	323-565-1600
Email	csoleo@greendot.org

Names, current jobs and employers, and proposed roles of all persons on applicant team
(Add lines as needed)

Full Name	Current Job Title and Employer	Position with Proposed School
Chad Soleo	Chief Executive Officer, GDPSN	Chief Executive Officer, GDPSN
Megan Quaile	Chief Growth Officer, GDPSN	Chief Growth Officer, GDPSN
Ellen Lin	Chief Operating Officer, GDPSN	Chief Operating Officer, GDPSN
Sabrina Ayala	Chief Financial Officer Consultant, GDPSN	Chief Financial Officer Consultant, GDPSN
Abigail Pontzer Kamkar	Chief of Staff, GDPSN	Chief of Staff, GDPSN
Chrystie Edwards	Director of Academics, GDPSN	Director of Academics, GDPSN
Michael Garner	Director of Data Science & Analytics, GDPSN	Director of Data Science & Analytics, GDPSN
J. Omar Mahmud	General Counsel, GDPSN	General Counsel, GDPSN
Marina Grintsvayg	Associate Director of Strategic Planning, GDPSN	Associate Director of Strategic Planning, GDPSN

We plan to apply as a:

☒ New Partner

☐ Existing Partner

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?

☐ Yes

☒ No

If Yes, complete the table below (Add lines as needed)

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next five years?

☐

Yes

☒

No

If Yes, complete the table below *(Add lines as needed)*

Planned School Name	City	State	Opening Date

School Information

NOTE: Complete this part for each school / campus included in this proposal. Duplicate as needed.

Proposed School / Campus Name	Opening Year	Grades: Year 1	Grades: At Capacity
King Middle School	2021	6, 7, 8	6, 7, 8
Proposed Location			
School District <i>Identify the school district in which the charter school will be located.</i>		Beaumont ISD	
Address of Identified Facility <i>If applicable.</i>		1400 Avenue A, Beaumont, Texas 77701	
Projected Student Enrollment Number			698
Projected Demographic Information	% FRL: 88%	% SpEd: 12.6%	% ELL: 34.5%
Model / Specialty (Check all that apply)			
☐ Alternative	☐ Career / Technical Ed.	☐ Military	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☐ STEM
☐ Blended Learning	☐ Other (list):	☐ Disability (list):	

Name of Proposed Principal	To be hired - see Attachment 8 for recruitment plan
Current Employment	N/A
Phone Number – Day	N/A
Phone Number – Evening	N/A
Email	N/A

Table of Contents

[Applicant Information](#)

[School Information](#)

[Table of Contents](#)

[Section 1 - School Overview](#)

[Executive Summary](#)

- [1. Mission and Vision](#)
- [2. Educational Needs and Anticipated Student Population](#)
- [3. Education Plan / Academic Model](#)
- [4. Leadership and Governance](#)

[Enrollment Summary](#)

[Section 2 – Educational Program](#)

[Curriculum and Instructional Design](#)

- [1.a. Curriculum](#)
- [1.b. Professional development](#)
- [1.c. Instructional design](#)
- [1.d. Instructional strategies](#)
- [1.e. Differentiated instruction to meet the needs of all students and plans to utilize an RTI model](#)
- [1.f. Plan to maximize instructional time](#)
- [1.g. Base for the proposed educational program](#)

[High School Graduation Requirements \(High Schools Only\)](#)

- [2. High school graduation requirements](#)

[Special Populations and At-Risk Students](#)

- [3.a. Explanation of projection of anticipated special populations](#)
- [3.b. Plan for identifying and serving students with special needs](#)
- [3.c. Plan for identifying and serving English Learners](#)
- [3.d. Plan for identifying and serving intellectually gifted students](#)
- [3.e. State and federal obligations and requirements pertaining to special populations](#)

[Student Recruitment and Enrollment](#)

- [4.a. Recruitment and marketing Plan](#)
- [4.b. Enrollment Policy](#)

[School Culture and Discipline](#)

- [5.a. Vision for school culture or ethos](#)
- [5.b. Plan for establishing and maintaining the intended culture](#)
- [5.c. Plan to create an inclusive and welcoming environment for families](#)
- [5.d. System of student support services](#)
- [5.e. Student discipline policy](#)
- [5.f. Policies for student discipline, suspension, expulsion, and appeals](#)
- [5.g. Systems and processes for tracking discipline referrals and interventions](#)

Assessment and Evaluation

- [6.a. Annual student performance goals](#)
- [6.b. Plan and system for interim assessments and strategies to employ corrective actions when needed](#)
- [6.c. Plan and system for collecting and analyzing student academic achievement data](#)
- [6.d. Corrective actions for falling short of the goals](#)

Section 3 – Governance, Operating Plan, and Capacity

Organizational Structure

- [7.a. Organizational Charts](#)
- [7.b. Legal status](#)

Governing Board

- [8.a. Board independence](#)
- [8.b. Board evaluation](#)
- [8.c. Board documents](#)
- [8.d. Board member information](#)
- [8.e. Board member recruitment plan](#)
- [8.f. Relationship with pre-existing board](#)

Application Team Capacity

- [9.a. Applicant team qualifications](#)
- [9.b. School leader qualifications](#)
- [9.c. School leader recruitment](#)
- [9.d. Structuring and evaluating the school leader's work](#)

Staffing Plans, Hiring, Management, and Evaluation

- [10.a. Recruitment and hiring strategy](#)
- [10.b. Plan for supporting and developing a high-performing staff](#)
- [10.c. Evaluation tools and processes to track and promote teacher progress](#)
- [10.d. Plan for unsatisfactory leadership/teacher performance and turnover](#)

Professional Development

- [11.a. Responsibilities for professional development](#)
- [11.b. Professional development methods, calendar, and staffing](#)

Facilities

- [12.a. Identification of an appropriate school facility](#)
- [12.b. Plan and timeline](#)

Section 4 – Financial Plan

Financial Plan

- [13.a. Systems, policies, and processes](#)
- [13.b. Roles and responsibilities](#)
- [13.c. Financial transparency](#)
- [13.d. Operating budget](#)
- [13.e. Budget narrative](#)
- [13.f. Contingency planning](#)

[Existing Partner/Experienced Partner Supplement](#)

[Existing Charter Partner Track Record](#)

[1.a. Academic success and successful management of non-academic functions](#)

[1.b. Financial health](#)

[1.c. History](#)

[ESP Management Plan and Legal Relationship](#)

[1. ESP Management Plan and Legal Relationship](#)

[Attachments](#)

[Attachment 3. Discipline policy](#)

[Attachment 4. Organizational charts](#)

[Attachment 5. Board documents](#)

[Attachment 7. Leadership team qualifications or role description](#)

[Attachment 8. School leader qualifications or role description](#)

[Attachment 9. Financial plan workbook](#)

[Attachment 10. Financial plan narrative](#)

[Attachment 11. Sample of instructional plans](#)

[Attachment 12. Video playlist](#)

[Supplemental Attachment 1. Experienced partner track record](#)

[Supplemental Attachment 2. Financial health](#)

Section 1 - School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview. Please reference page limit requirements on page 5 (Specifications).

Executive Summary (Limit: 4 Pages)

The Executive Summary should provide a concise overview of the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.

- 1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.
- 2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students anticipated educational needs, and non- academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
- 3. **Education Plan / Academic Model.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

1. Mission and Vision

Established 20 years ago, Green Dot Public Schools (“Green Dot”) is a non-profit network of public charter schools, serving ~13,500 students in grades 6-12 across Los Angeles and Memphis, with an explicit mission to help transform public education so that ALL students graduate prepared for college, leadership, and life. The vision for each Green Dot school, including the proposed King Middle School (MS), is to prepare the college graduates needed to build and sustain pathways to prosperity in the community it serves. Green Dot schools are established on a collaborative and replicable model of strong and empowered leadership, highly effective teaching, a college-preparatory curriculum, meaningful community engagement, and the provision of comprehensive wraparound services to reduce non-academic barriers to learning. In Green Dot schools, where students typically enter in the lowest 10% of academic proficiency, advancing a student by a single grade level per year is not enough to ensure preparation for college, leadership, or life. We define highly effective teaching as the ability to accelerate student learning, thereby closing the gap in academic attainment outcomes between students in low-income communities and their more affluent peers. Green Dot works to ensure that those students who most need access to excellent teachers are consistently taught by the best in the profession. In placing high-quality responsive instruction at the heart of our model, we are committed to recruiting, training, and supporting the very best teachers to professional excellence. Green Dot empowers experienced and highly trained leaders to respond to the needs of students, teachers, and parents in creating collaborative learning environments and driving long-term improvement. Using a rigorous, state standards-aligned education program within a tight-knit school community where all stakeholders actively engage in the education process, Green Dot will provide a solid foundation for ALL King MS students to succeed.

The school will promote a college-going culture, modeling high expectations and creating growth opportunities that promote self-confidence and personal persistence while delivering a college-preparatory curriculum. In all classrooms, students will engage in thoughtful discussions, referencing evidence for persuasive argument, reading critically and

writing purposefully, and developing college readiness skills with appropriate individualized intervention and relevant differentiation. We will actively work to remove barriers to learning, and create a safe and welcoming campus in which all students and their families are respected and appreciated. We will provide a range of social and emotional learning tools, and health and wellness services in partnership with community-based organizations. We will seek out and build a network of diverse and positive adult mentors to broaden students' considerations for career pathways. We will actively engage parents as partners in their children's education, providing time and space for parent-teacher communication and conferencing, and facilitating monthly parent workshops. Green Dot provides adult education programming and self-advocacy training, equipping parents and community members to partner with public institutions to sustain policy and practices that meet neighborhood needs. All stakeholders play a role in the education process that supports students on the path to college.

2. Educational Needs and Anticipated Student Population

Based on data provided by Beaumont ISD (BISD), King Middle School serves a diverse student body that has demonstrated a need for academic and behavioral interventions.

Table 1.1: King MS, BISD, Green Dot Middle School (MS) California (CA), Green Dot MS Tennessee (TN) - Student Population

Group	Enrollment	% Economically Disadvantaged	% EL	% SPED	Black	Latino	White	Other
King MS	630	95%	22%	10%	59%	37%	3%	1%
BISD	18,360	84%	12%	8%	60%	25%	10%	5%
GD MS CA*	3,930	96%	21%	13%	16%	81%	1%	2%
GD MS TN*	980	100%	10%	10%	78%	19%	0%	3%

*GD serves students in the Los Angeles and Memphis areas. The network's data was disaggregated to highlight the different student populations in each region.

Table 1.2: King MS, BISD, Green Dot - Culture data, Proficiency data (18-19), Accountability ratings (18-19)

Group	Attendance	ISS	OSS	ELA	Math	Student Achievement	School Progress
King MS	91.7%	50%	37%	18%	23%	F	F
BISD	93.3%	23%	17%	31%	27%	D	C
GD CA	95.6%	1%	3%	**GD student achievement & accountability ratings differ based on state specific laws. Refer to Supplemental Attachment 1 (Experienced Partner Supplement)			
GD TN	93.3%	9%	12%				

Green Dot seeks to prove that it is possible to address pernicious discrepancies in access and opportunity between low-income students and their more affluent peers by purposefully locating schools in communities made up largely of low income families in need of high-quality educational partners and programs. The population of King MS is similar to Green Dot in California and Tennessee. As a result, we are well suited and experienced to provide the appropriate systems and support to substantially improve King MS in partnership with BISD, transforming it into the high-performing school the neighborhood deserves.

Based on King MS's student achievement data (see table 1.2), we anticipate a high need for additional intervention and support in both math and reading. While it is essential to address gaps in foundational content and critical skills, it must

not come at the expense of access to grade-level instruction. Accordingly, we plan to emphasize rigorous, state standards-aligned instruction, and curriculum implementation, while simultaneously utilizing iReady instructional resources, a research-based program which allows students to receive intentional and differentiated instruction in Reading and Math, rapidly closing gaps in learning. All students will use the LearnZillion curriculum in English Language Arts courses. This highly rated curriculum includes additional scaffolded supports for diverse learners, which is ideal given the English Learner and Special Education population. In Mathematics we plan to implement the Illustrative Mathematics curriculum, an inquiry-based approach to math that allows all students to access grade-level concepts without relying heavily on discrete prior knowledge. The curriculum allows students to engage in rigorous concepts through small groups, robust discussion, mathematical models, and ample opportunities for practice and application. This approach will support all learners, but especially those who have gaps in foundational mathematical concepts.

The non-academic challenges we anticipate are primarily related to school culture and change management. Developing a culture of high expectations - academically and behaviorally - begins with staff hiring and onboarding. Green Dot works diligently to recruit a diverse staff whose mindsets are aligned to our belief that ALL students can learn and succeed. Decisions and actions of the staff will reflect our Green Dot Core Values: *Unwavering belief in all students' potential; Passion for excellence; Personal responsibility; Respect for others in the community; Inclusion of all stakeholders in the education process.*

3. Education Plan / Academic Model

The school's education plan will emphasize the elements consistent across all Green Dot schools, while remaining responsive to King Middle School students to best meet their needs, making adjustments as necessary:

1. **Ensuring Quality Teaching and Instruction:** Teaching methods will focus on rigorous instruction, high school preparation, and intervention as needed.
2. **Cultivating a College-Going Culture:** The school will focus on building an early mindset of college-for-certain and developing an awareness of college as a future pathway. Students will be supported in ensuring they enroll in high school as a next step toward college.
3. **Eliminating Barriers to Instruction:** In addition to implementing the Response to Instruction and Intervention (RTI) process, the school will support students in overcoming academic barriers to learning through differentiation within the classroom and offering differentiated course options; social-emotional barriers to learning with wrap-around supports; and community-related barriers to learning with extensive family engagement opportunities and purposeful partnership with community-based organizations.
4. **Promoting Leadership and Life Skills:** The school will focus on development of character skills and will evolve to students taking on leadership roles including roles in afterschool and athletics programs, in student government, through the student ambassador program, through the School Advisory Council (SAC), and through external experiences for leadership development available through partnerships with community programs offering volunteer work and summer programs.

The school will operate on a block schedule, maximizing opportunities to build sustained learning and provide students with extended time for processing and applying knowledge. Based on formative and summative data, students requiring targeted intervention to address gaps in skill and content will receive individualized supports through a combination of individual and small group instruction. In the fall, students will take a diagnostic assessment in reading and math to determine grade level proficiencies. This will inform placement in intervention courses and be used to establish individual and schoolwide growth goals. In addition to the diagnostic assessment, students will take periodic content-based internal assessments (GDCAPs), as well as TEKS-based interim assessments to determine progress toward content mastery. Teachers and leaders will engage in a data collection, analysis, and action planning cycle to develop a professional development (PD) calendar in the early summer for the upcoming year and build coherent, consistent content for each session by pulling in relevant elements from the foundational resources. Teachers, administrators, and instructional leaders will review assessment data regularly to inform teacher coaching and

professional development needs. A non-negotiable of the school includes staff participation in professional development. Curriculum will be continuously adapted to ensure it meets the needs of the targeted student population through weekly collaboration by departments across schools led by a Curriculum Specialist. In this time, departments will review student work, discuss instructional adjustments that need to be made, conduct data-driven reflection and plan accordingly. Teachers in all grades will use the curriculum as a foundation for instruction and focus on using engaging pedagogical techniques to bring lessons to life.

Green Dot's academic model has proven to be successful in serving middle and high school students living in high need communities because it addresses the needs of the whole child, sets high expectations for all students, and emphasizes differentiation for every student regardless of where they are academically and social-emotionally.

Green Dot is an experienced partner in transformative educational environments. The U.S. Department of Education has featured Green Dot as a national leader in school turnarounds¹. Green Dot students are almost three times more likely to graduate than those attending traditional schools, achieving a level of success greater than state averages.

Green Dot transformation middle schools have achieved:

- Over 60% average reduction in school suspensions
- 75% of Green Dot Middle School students have reported feeling safe at school
- 70% of students and over 85% of parents recommending the school to a friend
- Over 20% percentile increase in reading and math on state assessments in CA
- Overall school rating from Level 1 (lowest) to Level 5 (highest) based on student growth in TN

4. Leadership and Governance

List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliations.

Add lines to the following table, as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School
To be recruited - see Section 3.10.A for recruitment plan		Executive Director
		Director of Human Capital
		Director of Advancement
To be recruited - see Attachment 8 for recruitment plan		Principal
If selected as Beaumont ISD's partner operator, GDPSN plans to file to form a new 501(c)(3) in Texas with a governing board that includes local stakeholders. See Section 3.8.e for recruitment plan		Governing Board

¹ United States, Department of Education. (2011). www.ed.gov/labor-management-collaboration/conference/green-dot-public-schools

Enrollment Summary

(Limit: 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year (e.g., for Year 1, change 20xx to 2020) for each column.

Note: Remove any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026	At Capacity 2023
6	215	215	215	215	215	215
7	205	205	205	205	205	205
8	220	195	195	195	195	195
TOTAL	640	615	615	615	615	615

2. Then, briefly describe the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan as outlined in the table.

The enrollment assumptions are based on information provided by BISD staff. In SY19-20, King MS had approximately 690 total students enrolled. The school expects to lose 25 students per year for 3 years (SY20-21, SY21-22, SY22-23) due to the expansion of Pietzsch-MacArthur ES to serve grades 6-8. King MS will reach steady-state enrollment in SY22-23 with approximately 615 total students.

Section 2 – Educational Program

A strong Educational Program is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan.

Curriculum and Instructional Design

1. Provide evidence of the following:

- a. A guaranteed and viable curriculum aligned to state standards (when applicable) that includes a scope and sequence for each grade level and/or content area;
- b. A plan and calendar for providing ongoing professional development to all instructional staff at the campus related to implementation of curriculum and instructional materials;
- c. A framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of Texas state standards;
- d. Sound instructional strategies that incorporate rigorous, high-quality experiences that promote critical-thinking skills and an explanation of why they are well-suited for the targeted student population;
- e. Effective methods and systems for providing differentiated instruction to meet the needs of all students and plans to utilize an RTI model to identify and serve students with learning gaps;
- f. A plan to maximize instructional time through consistent, efficient, and visible structures; and
- g. A sound base for the proposed educational program in research, theory, and/or experience, including that it is likely to be rigorous, engaging, and effective for the anticipated student population.

1.a. Curriculum

Curriculum for King Middle School (MS) has been selected based on: Alignment to standards, quality and rigor, alignment to Green Dot's vision and reflects Beaumont ISD (BISD) values and needs.

Subject	Curriculum	Alignment to standards: TEKS	Quality & Rigor: Supports college readiness skills	Alignment to GD and BISD values: ALL children will learn
English	LearnZillion	Includes highly structured units with a balance of informational and literary texts, aligned to the newly implemented English language arts TEKS in SY20.	Received high scores on all EdReports criteria (text quality, building knowledge, alignment rating, and usability rating). Shown strong results for our current middle school students.	Includes a guide for diverse learners, which provides instructional scaffolds for students with gaps in skills, without reducing the rigor required by the standards.
Math	Illustrative Math	Network Curriculum Specialists will work with teachers to customize units to meet TEKS specific requirements (i.e. add supplemental content, remove misaligned units, etc.) to ensure student success on STAAR assessments.	Received high scores on all EdReports criteria (focus & coherence, rigor & mathematical practices, alignment rating, usability rating).	Particularly effective at providing all students access to rigorous math concepts without relying heavily on students' discrete pre-requisite knowledge. We have been using this curriculum in all of our middle schools and have seen increased student engagement and promising achievement results.
Intervention (Reading, Writing & Math)	iReady (Curriculum Associates)	Through <i>Ready Texas Mathematics</i> , <i>Ready Reading</i> , and <i>Ready Texas Writing</i> , learners of all levels become active participants in their own	Uses a problem solving-based approach that builds conceptual understanding through reasoning, practice, and productive discussion	Supports teachers in differentiating instruction for small groups and individuals, with strategic scaffolds that help all students to receive the instruction they need to

		learning, fortified by deep knowledge and reasoning skills that stay with them in their years ahead.	using real-world scenarios. The blended learning math curriculum has been top-rated by EdReports.	build their confidence and grow.
Science	Houghton Mifflin Harcourt (HMH): Science Fusion	We understand that the current science TEKS are under review (for anticipated implementation in SY24) and will continue to adapt our materials accordingly to align with any changes.	STEM opportunities include real-world challenges, hands-on activities, and people in science profiles inspire students to start thinking about pursuing their own STEM careers.	Multiple formats of accessing texts, including audio and digital lessons. Labs support every learner in print and online with three levels of scaffolded differentiation. Also includes text that is available in a range of Lexile levels.
Social Studies	Savvas (formerly known as Pearson K12) text resources	Pearson's new Social Studies programs cover 100% of the TEKS, ELPS and college and Career Readiness standards.	Network Curriculum Specialists will use resources from Active Classroom to enhance instructional units through the use of primary texts.	Motivating, hands-on activities and real-life stories and connections with flexible delivery options enhance learning and increase access for students at all levels.

Green Dot has adapted pacing guides, instructional materials, and assessments for each course/grade level. A sample of these instructional plans from our existing regions has been included as [Attachment 11](#) for reference. We would use the curriculum outlined above to create or adapt instructional guides aligning with TEKS.

1.b. Professional development

Planning units of instruction for students in a classroom helps build cohesion and deepens their thinking and learning. Similarly, planning professional development (PD) to cover a few strategic units throughout a school year establishes continuity in learning and allows more time for practice and refinement of new skills. Ultimately, this leads to increasing effective implementation of new learning. PD is held twice weekly for 45-60 minutes, depending on staff needs. Twice a month, teachers focus on content/department specific PD through purposeful collaboration. An outline of a quarterly PD calendar is listed below along with a table of session descriptions:

PD Day 1		PD Day 2
Week 1	Introduction to PD Unit: to provide teachers with an overarching view of the unit, build investment and facilitate the initial "input" of this PD Unit cycle.	Content Collaboration - Looking forward (instructional planning): Grade level and content specific groups collaborate to share best practices, co-plan, and anticipate student needs.
Week 2	Deeper Input, Planning, Processing, & Implementation Planning: This session should add new 'layers' of learning onto the topic, pushing teacher's thinking.	Refinement Pt 1 (w/teacher leadership teams): Connect relevant aspects of the PD unit to the targeted areas of focus of the teacher leadership teams by sharing data with staff.
Week 3	Refinement Pt 2 (w/teacher leadership teams): Allows teachers to explore the nuances of the unit focus from the lens of various teacher leadership teams.	Content Collaboration - Looking back (instructional analysis & reflection). Grade level and content specific groups collaborate to analyze student work and/or assessment data.
Week 4	Refinement Pt 3 (w/teacher leadership teams)	Deeper input (w/teacher PLC groups) Practice new learning with colleagues
<i>At this point during the PD unit, teachers form PLC groups based on data and continue the learning cycle.</i>		
Week 5	Deeper input (w/teacher PLC groups)	Content Collaboration - Looking forward

		(instructional planning)
Week 6	Refinement (w/teacher PLC groups)	Refinement (w/teacher PLC groups)
Week 7	Refinement (w/teacher PLC groups)	Content Collaboration - Looking back
Week 8	Midterm preparation: Gradebook analysis, prep for parent conferences	Unit Closure - Showcase learning, show evidence of improved practice.
Week 9	Unit Closure - Teachers should walk away from this PD with increased confidence, and excitement for the upcoming PD unit	Content Collaboration - Looking forward (Unit launch to prepare curriculum internalization of next unit).

1.c. Instructional design

The school's academic model will emphasize the elements consistent across all Green Dot schools to ensure King MS students are prepared for college, leadership, and life:

- **Ensuring Quality Teaching and Instruction:** Dedicated, effective teachers with a passion for their work and their students are at the heart of the Green Dot model. PD is designed to reflect an emphasis on the elements of effective instruction, which are rooted in curriculum internalization and implementation. Adjustments to instruction are informed through frequent and multiple assessment of students. Teachers are supported in providing high quality instruction through heavy coaching and professional development based on the College-Ready Teaching Framework (CRTF) – a rubric that defines the core competencies that represent highly effective teaching.
- **Cultivating a College-Going Culture:** The school will focus on building an early mindset of college-for-certain and developing an awareness of college as a future pathway. College readiness skills are developed through instructional methods that explicitly model how to think through difficult problems, make inferences, pose thoughtful questions, and consider multiple points of view.
- **Eliminating Barriers to Learning:** In addition to implementing the Response to Instruction and Intervention (RTI) process, the school will support students in overcoming academic barriers to learning through differentiation; social-emotional barriers to learning with wrap-around supports; and community-related barriers to learning with extensive family engagement opportunities. Green Dot strives to break down the various barriers students face, academically, socially, and emotionally.
- **Promoting Leadership and Life Skills:** Advisory is a school-wide structure used to further enable, develop and foster the desired school culture as well as student character and academic traits as defined by the school's mission and vision.

1.d. Instructional strategies

To achieve the mission of preparing students with a strong academic foundation, Green Dot schools focus on creating safe, structured environments to maximize the conditions for learning. We use the CHAMPS strategy (from Safe & Civil Schools) to ensure equitable access to instruction through highly structured environments and explicit expectations to promote positive classroom management. Using concepts derived from Doug Lemov's *Practice Perfect*, we focus on the consistent, effective implementation of instructional strategies to build students' foundational critical thinking skills. Once these foundational strategies are mastered, teachers gradually scaffold toward higher-level skills. Based on the student population and academic achievement data at King MS, our targeted strategies are centered around improving critical thinking in reading; structured, organized, writing; and developing academic discourse across the curriculum:

Reading Strategies:

- Foundational strategy: Talking to the text is a research-based active reading strategy that helps support students as they grapple to make meaning from complex texts. **CATCH annotation** is one form of structured annotation that can be used by teachers across all content areas.
 - Circle - define unfamiliar words
 - Acknowledge confusion - ask questions

- Talk to the text - use marginalia/annotation
- Capture main ideas - assertion
- Highlight important information
- Advanced strategy - **Close Reading** refers to repetitive, sustained, or critical examination of a brief passage or text. This strategy is a high-leverage way to deepen student levels of cognitive engagement with complex texts.

Writing Strategies:

- Foundation Strategy: **Sentence frames** provide students with a mental model for constructing sentences to support their writing. Teachers in every classroom can use sentence frames to scaffold instruction, jump start student writing and formatively assess learning. Sentence frames are especially helpful in building the vocabulary and language skills of English Language Learners, as well as supporting students with disabilities in organizing and structuring their writing.
- Advanced Strategy: **R.A.D.D.** is a simple mnemonic used to remind students about the criteria for complete academic answers.
 - Restate the question: A response begins by restating the question as the beginning of the answer.
 - Answer the question: give a correct and complete answer to the question
 - Detail and Description: students must add at least two sentences with details and descriptions justifying or extending their answer. These sentences usually contain text evidence with a citation.

Discussion Strategies:

- Foundational Strategy: **Precision Partnering** is a method of using targeted instruction and accountable responses to allow for greater engagement and learning. Teachers may routinely provide a sentence frame or “starter” to ensure students are using complete sentences with appropriate syntax/grammar using newly learned terms, provide “Accountable Talk” stems, model usage, etc.
- Advanced Strategy: **Socratic Seminar** is a strategy for encouraging students to explore a question, topic, or text through student discussion, rather than teacher-led instruction. Students uncover new meaning about a concept through listening and challenging one another in an open and safe format.

1.e. Differentiated instruction to meet the needs of all students and plans to utilize an RTI model

Green Dot will identify the barriers that students are facing and match students with supports using the Response to Instruction and Intervention (RTI) process. The process is designed to provide both academic and behavioral interventions to meet student needs, while monitoring progress and responding to student’s response, or lack thereof, to interventions. Our approach to each level of the RTI process is listed in the table below and includes sample interventions.

Tier 1	Tier 1 school-wide interventions are provided to all students. 80% of students are expected to be successful here. All Green Dot students will take an iReady assessment at the beginning, middle and end of the school year. This assessment serves as a universal screener to target students which may be in need of differentiated academic support. The goal of behavior support at this level is to ensure the conditions for learning are maximized to ensure access to instruction.	
Focus	Academic	Behavior
Data Source	- iReady assessment (universal screener) trends - Student achievement data from state assessment (STAAR) - Student performance trends on internal interim (content-based) assessments	- Student attendance data - Discipline data (ISS, OSS, etc.) - Classroom referral trends (analysis by infraction type) - Common area observation data - Teacher evaluation data (classroom culture domain)
Sample	- Classroom group structures - Instructional strategies (i.e. sentences	- CHAMPS (Safe & Civil program which includes effective, research-based practices for classroom

Supports	frames, graphic organizers, reading annotation, think alouds, etc.) - Curriculum scaffolds and modifications (aligned to grade level standards)	management) - Grade level collaboration to align on uniform expectations for behavior (attention signals, white board organization, response to behavior, etc.)
Tier 2	Data will be used to assess which students require intervention beyond Tier 1. Roughly 20% of students are typically identified to receive Tier 2 interventions. Once a student reaches Tier 2, teacher leadership teams collaborate to build intervention plans based on students needs. A representative from the team and an administrator meet with a parent/guardian to review the plan. The teams will meet every 2-4 weeks to review progress and be in frequent communication with parents and students about progress.	
Focus	Academic	Behavior
Data Source	- Individual student results on iReady assessment (universal screener) - Student grades & progress reports - Interim assessment data	- Individual student discipline logs - Student attendance data - Teacher/student interviews - Classroom walkthroughs & observations
Sample Supports	- Placement into course specific interventions for math and reading to address learning gaps; Focused on blended learning for maximum differentiation and individualized supports - Targeted small group instruction - Teacher office hours, before/after school tutoring	- Re-teaching schoolwide and classroom expectations - Behavior incentives (classroom and/or common areas) - Check-in/Check-out system with adult mentor - Targeted social/emotional/behavior skills groups - Community agency programs - Parent academy training program
Tier 3	Moving to Tier 3, for the highest need group of students (i.e., the top 5%), teacher leadership teams evaluate 10-12 sources of data for students who progress to Tier 3 Interventions. The teams will conduct an in-depth assessment of academic data, obtain guardian permission to conduct a vision and hearing screening, and collaborate with the school psychologist to collect additional data and develop a Functional Behavior Assessment (FBA) over the course of 2-3 weeks of observation and analysis. Based on data, the teams will partner with the Behavioral Specialist and classroom teachers to implement the plan and will meet every two weeks to monitor progress and communicate with the family. If the team finds that the student is not making progress over the course of 20 weeks, then the team will consider an outside referral or an assessment of the student for an IEP. At Tier 3, if the student is referred to and provided an Individualized Education Plan (IEP), this does not mean a discontinuation of the Tier 3 interventions.	
Focus	Academic	Behavior
Data Source	- Academic progress (or lack thereof) in targeted intervention course - Student grades & progress reports - Interim academic assessment data - School psychologist data, vision & hearing results	- Individual student discipline logs - Student attendance data - Teacher/student interviews - Student observation in classrooms and common areas - Functional Behavior Assessment results
Sample Supports	- Individualized support within intervention courses - Individual pull out instruction - Summer school/summer enrichment	- Individual behavior support plan & goals - Individual attendance plan - Alternatives to suspension programs - Individual therapy/counseling - Family therapy/support groups

1.f. Plan to maximize instructional time

At Green Dot we understand that every minute spent in the classroom is critical to close learning gaps and accelerate student growth. Our middle school model utilizes block scheduling (70+ min classes) to extend classroom learning opportunities. Within a block period, teachers are better positioned to support student learning at all levels, by diving

deeper into the processing segments of an instructional cycle. Research finds having fewer transitions throughout the day creates a climate of care and connectedness. Having fewer transitions may also decrease the challenge of mentally pivoting from subject to subject for students.

We also use common visible structures to maximize instructional time, such as B.E.L.L.s (Board Expectations for Life-Long Learning). The whiteboard will contain the same information everyday and is visible to all students from any seat in the class. BELLs include: Greeting, Date, Do Now, Objective, Standards, Agenda, Homework. Students benefit from these common expectations by being able to quickly identify the purpose and expected outcomes for the day.

Through the use of the CHAMPS program, (Safe and Civil schools) teachers establish clear expectations with logical and fair responses to misbehavior. Students are explicitly taught how to behave responsibly. Teachers also learn tools to motivate students to do their best. As a result the amount of time spent engaging in instruction is increased and the amount of time spent on responding to classroom misbehavior is dramatically decreased.

1.g. Base for the proposed educational program

Green Dot's instructional guidance is informed by many sources to ensure it is research-based and data-driven. We engage in data collection, analysis and action planning cycles to identify high leverage strategies that support achievement of our goals. We plan with our students at the forefront of our decision-making, and we are driven to ensure equitable access to all school-wide instruction and resources. Green Dot's academic plan is derived from the following sources of research:

Curriculum and Teacher Preparation:

- *Instruction Partners* works with Green Dot schools to observe instructional practices and ensures that all core curriculum is aligned with state standards.
- Green Dot uses analysis from EdReports.org (an independent K-12 non-profit), to identify standards-aligned curriculum that is rigorous and implementable.
- Green Dot uses principles from the *"Together Teacher"* and *"Together Leader"* by Maia Heyck-Merlin to create practices that support teachers and instructional leaders in efficiently using their time.

Instructional Technique:

- *"Teach Like a Champion"* by Doug Lemov offers effective teaching techniques that have proven successful at Uncommon Schools. The techniques used at Green Dot schools include No Opt Out, Right Is Right, Stretch It, Format Matters, Cold Call, Wait Time, Everybody Writes, Do Now, and SLANT.
- Green Dot's College-Ready Teaching Framework (CRTF) was developed using *Charlotte Danielson's (2011) research-based Framework for Teaching*. The CRTF is a rubric that outlines instructional practices and drives coaching, PD and teacher evaluation.
- Green Dot is dedicated to improving educational outcomes for some of the most socioeconomically and educationally disadvantaged students in the country. As a result our teaching methods and instructional practices are also informed by:
 - *"Teaching with the Brain in Mind"* and *"Teaching with Poverty in Mind"* by Eric Jensen
 - *"Mindset: The New Psychology of Success"* by Carol Dweck
 - *"Practice Perfect"* by Doug Lemov

Classroom Environment:

- Green Dot uses practices outlined in the *"Safe and Civil Schools"* series led by Randy Sprick to help foster respect and responsibility in students in conflict resolution to improve overall school culture.

Assessment and Learning:

- Green Dot's emphasis on using assessment data to drive instruction is founded in *"Understanding by Design"* by Jay McTighe and Grant Wiggins, which emphasizes "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes.

High School Graduation Requirements (*High Schools Only*)

2. Provide evidence of the following:

- a. As **Attachment 1**, exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do and ensure student readiness for college or other post-secondary opportunities (e.g., trade school, military service, or entering the workforce); and
- b. Systems and structures the school will implement for students at risk of dropping out or not meeting exit standards.

2. High school graduation requirements

Not Applicable. King MS is not a high school.

Special Populations and At-Risk Students

3. Provide evidence of the following:

- a. A sound explanation of evidence from which the projection of anticipated special populations was derived;
- b. A comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least-restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their Individualized Education Plans and 504 plans, and participate in standardized testing;
- c. A comprehensive and compelling plan for providing services to English Learners (ELs), including methods for appropriate identification of ELs, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities;
- d. A comprehensive and compelling plan for providing services to students identified as intellectually gifted, including methods for appropriate identification of students, specific instructional programs, practices, and strategies the school will employ; and
- e. Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, ELs, and students identified as intellectually gifted.

3.a. Explanation of projection of anticipated special populations

All data for King MS has been acquired directly from documents shared by BISD leadership, public database records, and through the course of several conversations with various BISD leaders.

3.b. Plan for identifying and serving students with special needs

Green Dot will use several processes to identify students with special needs:

- The school will follow child-find procedures.
- If a child enrolls at Green Dot and had an IEP at his/her previous school, Green Dot will submit a record request to the previous school to obtain a copy of the IEP.
- The Student Support Team (SST) will evaluate 10-12 sources of data for students who progress to RTI Tier 3 every 4 weeks. If the SST finds that the student is not making progress over a 20 week period, then the SST will consider an outside referral or an assessment of the student for an IEP. The RTI process will ensure that the school does comprehensive testing and everything it can before considering a SPED designation for a student to avoid over-identification.

These students will be assessed for special education needs, and the School Psychologist working with Green Dot will ensure the appropriate experts are included in assessing student cases to avoid misidentification.

Identifying the right supports:

- Once it has been determined that a student qualifies for SPED and/or related services, the IEP Team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for students with identified difficulties in behavior.
- Students who are ineligible for an IEP but still require some assistance to be able to participate fully in school may be candidates for a 504 plan. Green Dot will ensure that, in accordance with Section 504, the student has equal access to an education and there are no barriers to participation in the activities of school. The 504 assessment report will include the child's educational performance including instructional strengths and weaknesses. Other information may be used where appropriate, such as results of medical, psychological, speech/language, physical therapy (PT), occupational therapy (OT), developmental, and vision and hearing evaluations. Once a 504 Plan is determined necessary, the student may receive accommodations and modifications in the 504 Plan to ensure success in the general education.

Instructional Programs and Practices:

- In accordance with the child find requirements under IDEA, Green Dot will use a SST and the RTI model to ensure students receive high-quality instruction matched to their needs. Data collected by the SST including academic state test/interim tests results and behavior data through the RTI process will be used to push students' performance. Green Dot will provide all students, including students with disabilities, with access to the general academic curriculum as well as all other educational programs and services provided for other students. When students are included within the general education classroom environment, they are provided the accommodations, modifications, support and resources necessary to be educated in the least restrictive environment (LRE), unless the IEP requires otherwise.
- Green Dot will offer a full range of educational support services for students who require special education services. The service model will include students who receive their education in a full inclusion setting, modified setting (partial inclusion less than 50% of the school day), and functional skills (inclusion less than 75% of the school day) with these students participating in adaptive PE and electives.
- All students identified as receiving special education will receive accommodations/modifications identified in his/her IEP. Special Day Programs, moderate to severe, provide students with instruction on the Alternate Curriculum focusing on functional skills. Students will receive direct instruction in specialized self-contained classes focusing on functional skills and consultative support for elective classes in general education. Lesson plans will reflect modified instructional strategies to support students with learning functional skills and applying the skills in real life contexts. Transition services will be provided by special education teachers and integrated into all periods of instruction by focusing on functional skills instruction, transition planning and building on student interests and skills.
- Special education teachers will provide inclusion class services using the co-teaching service model. In the co-teaching model, the general and special educators share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students. The special education teacher and general education teacher will jointly co-plan lessons, deliver instruction through a variety of co-teaching models.

Monitoring and Evaluating Progress of Special Education Students:

- In addition to using data from the RTI process, state test data, and interim test results to push student's academic performance and continually adapt instruction, each special education student's progress towards his/her IEP goals will be monitored regularly in accordance with IDEA, with the objective of placement in the LRE. Every three years, students will be re-evaluated to determine if they remain eligible to continue to receive special education services. Should the time come when a student is able to change designations, Green Dot will undertake the appropriate processes to communicate with all key stakeholders and ensure the student is prepared for a successful transition. Parents will also be provided reports of progress within the school quarterly progress reporting system (sent to all students including general education students), which will include progress toward special education goals, as well as within the annual IEP review.

3.c. Plan for identifying and serving English Learners

Green Dot will serve English Language Learners (ELLs) through an ELL program:

- **Identification:** The identification process for every student will include a Home Language Survey (included in the registration packet for all students) that will serve to identify all students' primary or home language as well as a family's potential need for interpretation or translation. The office staff will check all Home Language Surveys and provide the list of students requiring assessment to the ELL teacher.
- **Assessing Students' Language Proficiency:** The ELL teacher will assess students within the first 30 days of school using a state-approved language proficiency assessment and annually thereafter during the state-established TELPAS testing window. The ELL teacher will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child's educational needs.
- **Placement and Services:** Using the results of the language proficiency assessment, Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English (SDAIE). On a bimonthly basis, the ELL Teacher will meet with both classroom teachers and grade level teams to assess the progress of ELL students. They will all discuss the student's progress on data collected through the RTI process, interim assessments and state tests and adjust instruction and support as needed. The ELL teacher will be responsible for monitoring the assessment of ELL students, reevaluating services and communicating with ELL students' families on a quarterly basis about their children's progress, in their preferred language.
- **Monitoring and Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the TELPAS Assessment in the Spring. Results will be used to determine whether each ELL student has made progress in the acquisition of English language as well as determine which students are no longer considered ELLs. The TELPAS results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support. Once a student gains sufficient proficiency in English, he/she will be re-classified and will no longer participate in extra language support programs. The ELL teacher and the classroom teachers will continue to monitor the student's progress for an additional two years.

3.d. Plan for identifying and serving intellectually gifted students

During the Fall semester of each year, universal gifted screening will be conducted. Students identified by the screener will be referred to the School Psychologist for a comprehensive assessment for gifted services, resulting in a learning plan outlining their needs as a gifted student. Students who qualify will be served by a certified teacher for the Gifted. Identified students will be served as outlined in the TEA state plan. Progress of gifted students towards their learning goals will be monitored regularly and every three years, students will be re-evaluated to ensure they continue receiving the support they need.

3.e. State and federal obligations and requirements pertaining to special populations

As a national organization, serving students in multiple states, Green Dot is experienced with meeting various compliance requirements as it pertains to special populations. In addition to maintaining federal obligations, we ensure that our instructional leaders are fully aware of their state's specific requirements for students with disabilities, ELs, and students identified as intellectually gifted. We use data to build upon our regional PDs, resources, and best practices, and adapt them to state specific compliance requirements.

Student Recruitment and Enrollment

4. Provide evidence of the following:

- a. A sound and thoughtful student recruitment and marketing plan and timeline that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure; and
- b. As **Attachment 2**, an Enrollment Policy that complies with state law and that ensures the school will be open to all eligible students.

4.a. Recruitment and marketing Plan

Green Dot respects the history, traditions and identity of King MS and the surrounding community that has built it. We prioritize active listening and the inclusion of stakeholder voice to ensure that valued elements of the school's culture continue to be honored.

Green Dot is experienced in engaging parents, students and the community in student recruitment efforts. We envision aligning our historical experience with the experience and local knowledge of BISD staff to develop a successful student recruitment process. Green Dot will work collaboratively with the district to launch a discovery process to ensure we understand what stakeholders are looking for in the way of preserving culture and making improvement, so that the school strategic plan and programs are carefully aligned with stakeholder needs.

Our approach includes launching a Transition Advisory Team, made up of parents, alumni, students, and community members. The committee will help make decisions regarding school uniforms, logo for the school, and approval of the bell schedule, and it will assist in canvassing the neighborhoods to help the community learn more about the transition. It is important to note that the school name and mascot will not change. The committee will help maintain all of the strong aspects of King MS's rich Tiger history while helping drive improvements in student achievement.

An outreach timeline for the pre-opening year is described below:

<i>December or earlier</i>	<i>January - April</i>	<i>May - June</i>	<i>July- August</i>
Planning and Preparation • Set a recurring meeting with recruitment team • Analyze prior year's events and recruitment data, if available from district • Develop recruitment strategy • Map key events, timelines, and sequencing to support the strategy • Start building relationships with key stakeholders, including conducting initial visits with key feeder schools • Create and print recruitment materials • Train community canvassing team	Peak Recruitment Season • Continue meeting with recruitment team • Begin implementing recruitment strategy • Visit key stakeholders to drop off recruitment materials and participate in community events • Reach out directly to families of students from 043 attendance zones • Hold school-based recruitment events, including Open Houses • Continuously track progress	Enrollment and Follow-through • Collect documents statutorily required for enrollment • Reach out (newsletter, phone calls, and/or mailers) to interested and enrolled families during this time to maintain relationship and updates as the transition is implemented	Summer Retention • Outreach to enrolled families to promote 6th Grade Summer Bridge attendance • Run Summer Bridge • Host a social event at the school to keep families interested and excited about attending in the fall
Promote individual student and school program success content 'stories' in all social media assets, continuing to build and amplify a positive school brand in partnership with BISD, including calls to action for seeking more information about the school, meeting counselors to discuss student programs, and enrolling			

Beyond the early transition phase, Green Dot envisions implementing an annual multi-pronged outreach strategy for student recruitment, which will be adapted and implemented, to the extent desired, in collaboration with Beaumont ISD staff and the School Advisory Council (SAC) (see section 3.8.b for more information on the SAC). We will conduct extensive neighborhood analysis to understand the demographics of families in neighborhoods within the 043 attendance zones so that it can adapt these strategies to ensure all families are reached, including families with the most at-risk students.

- **Prong #1 - Connect with elementary schools:** As soon as possible after approval, the Green Dot team will meet with administrators, counselors and teachers at elementary schools with students living in the 043 attendance zones to promote the school and get word out to families with students entering 6th grade the next year. In Year 0, we would begin this step as soon as possible, likely in the late fall following the BISD Board vote to approve partnership with King MS.
- **Prong #2 – Meet with Parents:** Green Dot will directly reach out to parents of children in 5th-7th grades in the 043 attendance zones through a variety of mediums, including brochures, flyers, phone banking, door knocking, open houses, information sessions, newspaper ads, church announcements, and community meetings. The purpose of these communications will be to provide information about the partnership with BISD, identify and address concerns through direct and consistent messaging. We will highlight our experience

and honor the traditions and culture of the existing school community, while offering the promise of a safe and high quality education. In addition, the school will highlight the additional supports provided including wrap-around services, leadership opportunities, and programming.

- Prong #3 – Meet with Key Members of the Community: Green Dot will host one-on-one meetings with leaders at community based organizations (CBOs) such as Communities in Schools; church leaders; elected officials; non-profit/social service providers; neighborhood councils; civic and political leaders; alumni; the health department / social services and the media throughout the year. They will focus on meeting with a variety of groups representing all students, including at-risk students and academically underserved families. The purpose of these meetings will be to build relationships, learn about each group's interests and understand how to earn their support. The Executive Director will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, we will continue to build support for the school by asking advocates to speak on our behalf and hosting large community gatherings.
- Prong #4 - Capitalize on social media presence: Green Dot will publicize the new school on our website, as well as through Facebook, LinkedIn and Twitter accounts. We hope to collaborate with BISD to leverage existing King MS and district social media accounts to ensure that critical messaging reaches stakeholders.
- Prong #5 (in Year 2 and beyond) - Focus on re-enrollment, summer engagement and word-of-mouth from current families: After Year 1, prior to the start of the summer, the school will focus on re-enrollment, host summer events to keep current students and families engaged, and encourage existing families to promote the school to new students through word of mouth in addition to the activities above. In our experience, by establishing a safe and engaging school environment, where strong relationships between students and adults are prioritized, and by actively engaging with families, we not only see positive student academic outcomes, but also strong student retention and recruitment through word-of-mouth.

Benchmarks that will be used to monitor suitable recruitment and enrollment practices over time will include number of school-based recruitment events held, number of enrollment packets collected (i.e. documents statutorily required for enrollment), and number of fully enrolled students. The school will set specific targets in each of these areas over time to monitor progress.

We will tailor our student recruitment efforts and student enrollment processes to attract ALL students. Green Dot does not handpick, screen, or seek out specific students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations. The school will also adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children.

All recruiting materials are translated into Spanish, the primary language other than English spoken by King MS families, to ensure access for English Learners. We will have someone available to translate to Spanish at recruiting events. In the case that a family speaks a language a different language, we will seek out translation services to engage them.

4.b. Enrollment Policy

Not applicable. Green Dot will follow BISD's enrollment policy.

School Culture and Discipline

5. Provide evidence of the following:

- a. A vision for school culture or ethos that will promote high expectations, a positive and safe academic environment, and shared ownership of intellectual and social development for all students, including those with special needs, ELs, and students at risk of academic failure;
- b. A coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and

parents from the first day of school and throughout the school year and proposed mechanisms for monitoring campus climate;

c. A clear plan to create an inclusive and welcoming environment that will engage families in positive, constructive, and personalized ways that meaningfully contribute to the school culture;

d. A system of proactive and responsive student support services (e.g., counseling, mentoring, external service referrals) to meet student needs;

e. As **Attachment 3**, a student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights;

f. Legally sound policies for student discipline, suspension, and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities; and

g. Systems and processes for tracking discipline referrals and interventions to identify trends and adapt activities accordingly.

5.a. Vision for school culture or ethos

Green Dot will emphasize a school culture that is: high care, high structure, sets high expectations promoting college for certain, and is focused on character building and values. The daily Advisory class period provides a structured time for students and teachers to explicitly build this culture.

In addition to the Advisory period, Green Dot will build culture in the following ways:

- **To build a high care environment** Green Dot will be a place where every adult on campus will know students not only by name but as individuals with unique feelings and personal traits.
- **To build a high structure environment**, teachers will support students in establishing foundational academic habits by setting clear, consistent expectations across all classes.
- **To set high expectations and promote college for certain**, college pennants will be posted on the walls throughout the school building. Students will be supported in joining summer programs and will discuss their options for high school, including early conversations about selecting a college.
- **To promote character building and values**, character building will be embedded into instruction in all classes. Students will participate in school assemblies, where students and adults making positive choices will be celebrated. Figures in history who serve as strong, positive role models, such as Nelson Mandela and Martin Luther King, Jr., will be displayed on posters across the school to reiterate the values and character traits that lead to success.

Green Dot's college-going culture is intended to instill in all students an unwavering belief that they can and will go to and through college and be successful in life. Green Dot believes that with the right support, high expectations and college-going attitude, all students can and will succeed in school and become life-long learners, including students with disabilities, SPED students, and ELL students. Caring teachers and culturally responsive classrooms will positively impact student achievement and help students develop the resilience and self-confidence to succeed in spite of pervasive risk factors.

5.b. Plan for establishing and maintaining the intended culture

Green Dot is intentional about providing opportunities to establish, monitor, and maintain a safe, positive, healthy school culture and climate for all stakeholders.

Establishing Student Culture:

- *Summer Bridge*: The purpose of Summer Bridge is to introduce students to 6th grade and how expectations and structure will be different from earlier grades. During Summer Bridge, students are introduced to the Green Dot culture of high expectations and personal accountability.
- *Advisory*: Advisory aims to create a community where students acquire and improve upon academic, social, and personal skills and attitudes necessary to navigate life, both in and beyond the classroom, to maximize their impact on the world around them.

- *Student ambassadors*: Over the course of the year, student ambassadors work closely with the school administrative team, counselors, teachers, and peers to build a positive school community.

Establishing Staff Culture:

- *New Leader Boot Camp (NLBC)*: The purpose of the NLBC is to help new leaders learn “the way of Green Dot”, as well as to become familiar with the different dimensions/responsibilities of a Green Dot administrator. During NLBC, time will be spent on the most impactful levers of school leadership: Instruction & School Culture with a set of objectives to achieve it.
- *New Teacher Onboarding + Summer PD*: The purpose of these trainings is to acclimate new staff to Green Dot culture and expectations, as well as introduce any new academic or cultural initiatives. During this training teachers have several opportunities to develop positive peer relationships, seeding future informal collaboration.
- *Staff Celebrations* - Staff will organize off-campus outside events to promote positive peer relationships.

Establishing Parent Culture:

- *Parent Engagement*: At the beginning of the year, cultural expectations will be covered in the portions of orientation where parents are in attendance. To support and enforce school cultural expectations throughout the year, teachers and administrators will engage with families through a variety of activities including: parent-teacher conferences, Coffee with the Principal, Family Reading Nights, Parent Academies, and Parent Workshops. The school will frequently communicate with parents using a variety of methods, e.g. personal calls, automated calls, email, social media.

Culture will be monitored by administrators through check-ins with the Leads from the Advisory and the Safe & Civil Leadership Teams to ensure that the programs are building and sustaining the desired culture. In addition, the administrators will review data related to culture (attendance, stakeholder survey data) to ensure that students and staff are not only meeting, but exceeding expectations. Re-setting of norms during assemblies, teacher PD, parent events, and in advisory will be executed as needed.

5.c. Plan to create an inclusive and welcoming environment for families

At Green Dot, engaging parents and the wider community is not an adjunct to our educational programming but an essential component of the Green Dot model. Our parent engagement involves the use of two main tools:

- *Popular education* - consists of systematic efforts to teach parents practical skills and tools to aid in developing their own families through programs like our Parent Academy.
- *Community organizing* - is the practice of teaching people to form public relationships and to act collectively in the public arena through programs such as the Green Dot Community Organizing Institute and Parent Leadership Teams.

The school leader is consistently customer-service oriented by responding to communication in a timely manner, creating a welcoming environment for visitors, and resolving school-level conflict effectively and efficiently. Families are full partners in the decisions that affect children and families, and are informed and encouraged to be advocates for students. Families and school staff should engage in regular and meaningful communication about student learning, working together to support student learning and development. Community, civic and business resources are made available to strengthen school programs, family practices and student learning.

5.d. System of student support services

A critical element of the Green Dot model includes addressing the specific needs of the student population it intends to serve. On top of a high quality, rigorous academic model, Green Dot is designed to address barriers that have often presented themselves among the low income, minority population our schools typically serve, such as

- **Transiency/mobility** that often requires students to switch schools frequently: the school will provide an extended orientation for new students at each grade level.
- Access to adequate **food, housing and healthcare** services: we intend to partner with several local

organizations who provide services to the Beaumont community and will provide services to the King MS community.

Green Dot strives to break down the various barriers students face, academically, socially, and emotionally.

1. To address emotional barriers, the school will provide a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
2. To address family and community barriers, the school will engage families in their child's education through Parent Academy workshops, parent-teacher conferences, etc.
3. To address academic and behavioral barriers, Green Dot uses the RTI process, which has mentoring built in as a support to students.

5.e. Student discipline policy

Please see [Attachment 3](#) for the student discipline policy.

5.f. Policies for student discipline, suspension, expulsion, and appeals

Please see [Attachment 3](#) for the school discipline policy, which includes a list and definition of offenses for which students may be suspended or expelled and due process controls for when a student is suspended or expelled. In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot will ensure that it follows disciplinary procedures that comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973.

5.g. Systems and processes for tracking discipline referrals and interventions

The Safe & Civil Leadership Team works alongside school administrators to monitor discipline data from the student, classroom, and school-wide levels. They determine trends and make adjustments to common area supervision, classroom structures and management techniques, and/or individual student-level interventions. Green Dot uses PowerSchool (student information system) and Kickboard to track student discipline data such as: behavior incidents, referrals, interventions, tardies, attendance, parent communication, etc.

Assessment and Evaluation

6. Provide evidence of the following:

- a. Annual student performance goals that include targets aligned with the state accountability system;
- b. An effective plan (including qualified personnel) and system to implement and interpret interim assessments that will measure academic progress – of individual students and student cohorts – throughout the school year and strategies to employ corrective actions when needed;
- c. A comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including dedicated time for providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development; and
- d. Thoughtful, appropriate corrective actions that the school and network (if applicable) will take if either falls short of the goals at any level, including explanation of what would trigger such actions and who would implement them.

6.a. Annual student performance goals

Green Dot will measure student performance, using goals aligned to its mission and vision.

Indicator	Metric

Student Achievement	• Increase of at least 25% (from baseline) in proficiency across all tested subjects • 15% annual proficiency growth in subgroups • At least 60% or more of students will meet annual growth goals
Reading Growth	• 15% increase in # students scoring on or above grade level based on EOY iReady Reading assessment
Math Growth	• 15% increase in # students scoring on or above grade level based on EOY iReady Math assessment

6.b. Plan and system for interim assessments and strategies to employ corrective actions when needed

At Green Dot we believe assessments are critical tools to monitor student progress, make necessary adjustments to instruction, and inform decision-making. All students will take the standardized tests mandated by the state of Texas (e.g. STAAR, TELPAS, or alternate assessments as needed).

- **iReady Diagnostic Assessments:** Students will take online iReady assessments to measure Reading and Math growth at the beginning and end of each school year. Individual annual student growth goals are generated by the system and represent the mean (or average) normative growth, which considers a student's enrolled grade, initial achievement level, and the number of weeks of instruction received.
- **Content based assessments:** The school will use unit based assessments designed by the curriculum providers including LearnZillion, Illustrative Math, etc. These assessments will be modified to reflect student IEP/504 or other academic needs. GDCAP's (Green Dot Common Assessment Program) are content specific standards-based exams developed internally by curriculum specialists. These summative assessments are timed and cover all standards addressed in a unit. They are generally administered through the online assessment platform (EADMS/iOS Assessment/Illuminate).

Throughout the school year, Green Dot will use the results of the various assessments above to help identify strengths and weaknesses at a school, grade, classroom, student and subgroup level. Data on all assessments will include comparisons over time to ensure the school can identify and address trends. At the end of every academic year, Green Dot will use state tests as an external assessment to gauge student growth and achievement in comparison to students across the state.

The Instructional Leadership Team (ILT) works alongside admin teams to review student formative and summative assessment data to determine instructional adjustments, PD needs, and individual student supports or differentiation. During PD, teachers collaborate to review student data twice a month and track progress towards yearly performance goals and benchmarks. They work together to identify which standards and skills need to be retaught or spiraled back into the unit. Data will be used to inform groupings, instructional strategies and scaffolds.

Students who are not achieving a satisfactory grade within a particular class and/or need more support in a subject will be able to attend tutoring, which will be offered every day after school through the after school program and will be run by a credentialed teacher.

6.c. Plan and system for collecting and analyzing student academic achievement data

Systems for collecting data:

Green Dot's knowledge-sharing platform, Connect, enables all educators to access data systems, including PowerSchool (student information), EADMS (assessment results) and Whetstone (teacher coaching and evaluation). Green Dot's data warehouse is managed by the GDPSN Information Technology and Knowledge Management Teams. Through the data warehouse, Green Dot is able to generate Tableau reports that provide comprehensive views of student enrollment, demographic and achievement data, enabling teachers and school leaders to spend more time garnering insight and developing action plans rather than searching for and aggregating the data on their own.

Managing and Interpreting data:

The Executive Director will meet with school leaders for a monthly deep dive into the data and prioritize next steps at the conclusion of each session. Data-dives start in July by setting priorities, goals and a strategic plan based on student performance goals and school culture priorities. Between August and November, they focus on attendance, iReady/interim assessment data across all subjects, or course grades. In December, they will do an end of semester review including reviewing results from site visits and discussing progress towards priorities and goals outlined in the strategic plan in July. Between January and May, they will once again deep-dive on iReady/interim assessment data across all subjects, attendance, grades or college matriculation for high schools. In June, they will do an end of year review, reflecting once again on priorities and goals set in July and revised in December to monitor progress and discuss adjustments as needed.

Training and Support:

School administrators:

- The **Executive Director** will help school leaders understand their school's data and share best practices and coaching for improvement during monthly data dive coaching sessions
- The **GDPSN Knowledge Management Team** will provide PD for school leaders regarding accessing and using data via Tableau and Connect
- Additional training on analyzing and interpreting data will be provided as needed at **Admin Collaboration** days held every two months and during the summer **Administrators' Retreat**

Teachers:

- During the school year, school leaders and the ILT will support teachers in learning to gather the appropriate data, interpret results and develop an action plan during some bi-weekly school-site PD sessions and in one-on-one coaching sessions as needed.

Reporting data to the school community:

Students will be informed of progress regularly in conversations with teachers, advisors and guidance counselors. Parents are able to access student grades via PowerSchool. In addition, all Green Dot schools hold parent-teacher conferences where parents are informed about their student's achievement and contributions to the school community. School Advisory Councils will also reflect on school-level data at multiple points in the year.

6.d. Corrective actions for falling short of the goals

If the school is unable to meet district, and/or state achievement expectations despite implementing these strategies, the first step would be to use data to identify which aspects of the school model are the root cause. The School Level Dashboard containing data tracking progress against the yearly goals would be used as the starting point to pinpoint the specific areas of challenge (e.g. student achievement, school culture, engaged parents, highly effective employees and/or effective school model). Additional data would then be gathered in the relevant areas through more detailed dashboards such as the Safe and Civil Dashboard or the Attendance Dashboard.

During a site visit the Executive Director and Principal would review data to align on the root cause issues. They would then observe professional development, attend a student focus group related to the root cause, attend a teacher focus group related to the root cause, and observe classrooms. At the conclusion, the Principal and the Executive Director would meet to review findings from the day and co-develop an intervention plan. The Principal will co-develop the plan and also be charged with implementing the plan, which will involve targeted teacher coaching and building individualized teacher corrective action plans as needed, so that the school shows improvement within the year.

If the Executive Director does not observe growth in the school over the course of the year, they may reassess staffing needed to shore up the school's strengths. Lastly, if the school is stagnant and the other interventions have not proven successful, the Executive Director may determine if a leadership change is needed based on the data sources provided above.

Section 3 – Governance, Operating Plan, and Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan.

Organizational Structure

7. Provide evidence of the following:

- a. As **Attachment 4**, an organizational chart that clearly indicates all positions and delineates appropriate lines of authority; and
- b. The proposed school's legal status (e.g., non-profit and federal tax exempt) and structure that are in compliance with state law.

7.a. Organizational Charts

Please see [Attachment 4](#) for the organizational charts.

7.b. Legal status

The proposed school would be a Local Campus Partner School. GDPSN is a tax-exempt 501(c)(3) non-profit organization. See Attachment 5 for Articles of Incorporation and Letter of Determination from the Internal Revenue Service. GDPSN will form a new 501(c)(3) in Texas with a governance board that includes local stakeholders.

Governing Board

8. Provide evidence of the following:

- a. The independence of the board as it relates to the authorizer;
- b. Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s), including planned frequency of meetings and standing committees;
- c. As **Attachment 5**, appropriate bylaws, proposed Code of Ethics and Conflict of Interest policy/procedures, and completed and signed statements of assurances that will minimize real or perceived conflicts;
- d. As **Attachment 6**, a Board Member Information Sheet, resume, and proof of U.S. citizenship for each proposed Board Member to demonstrate that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including educational, financial, legal, and community experience and expertise;
- e. A sound plan and timeline for board recruitment, initial board training, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and qualifications; and
- f. Sufficient capacity within and/or an appropriate relationship to any pre-existing non-profit board.

8.a. Board independence

Green Dot Public Schools National (GDPSN) will form a new 501(c)(3) in Texas with a governing board that includes local stakeholders who share its board philosophy: students-first decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders. The newly formed board in Texas (the Board) will be responsible for major strategic and policy decisions related to King Middle School (MS) including ensuring financial sustainability. The Board will be composed of members who are business, non-profit, education and community leaders who are dedicated to preparing Green Dot students to be successful in college, leadership and life. Board members will be selected for their proven dedication to Green Dot's mission. The board will have a minimum of 3 and up to a maximum of 25 members. The GDPSN Board does not include any members of the Beaumont Independent School District's (BISD) Board of Trustees, the BISD Superintendent or BISD staff, and neither will the newly formed Green Dot Board in Texas. The Board's meetings will be held independent of BISD Board Meetings.

8.b. Board evaluation

To ensure the success of King MS, the Board will review academic, operational, cultural, and financial data on a regular basis. Each year the board will vote on a calendar of scheduled meetings. Green Dot boards usually meet on an approximately monthly basis. Members will receive robust pre-reads prior to board meetings to better understand the context of Green Dot's academic success, operational efficiency and financial sustainability and also get monthly newsletters addressed to all Green Dot boards to stay informed. Additionally, the Executive Director will periodically present updates against the organizational dashboard so that the Board can monitor King MS's progress over time and weigh in on strategic initiatives. Typically, each board meeting begins with public comment(s), transitions to a mission moment to hear from stakeholders, then a review of progress in various aspects of the organization (e.g. financials, student recruitment, human capital, academics). The Executive Director will coordinate communication, document distribution and overall Board organization through the Board on Track platform.

As the Board expands, it may choose to appoint a series of committees that will more closely monitor the school's performance in certain areas such as the following. It is also common for regional board members to participate in the GDPSN Committees when there is aligned strategic need and expertise.

- **Executive:** Empowered to make decisions on behalf of the full Board
- **Education:** Reviews annual performance goals; monitors school progress; advises on curriculum, educator effectiveness, assessment and accreditation
- **Audit and Budget:** Ensures organization is in good fiscal health and is compliant with laws; confirms strategic priorities are reflected in budget; oversees selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development; builds financial support
- **Governance:** Develops policies and procedures around governance including Board expansion

The Board will evaluate the Executive Director according to a set of competencies, including achievement of annual performance goals, effectiveness of strategic planning, instructional leadership, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills and interpersonal skills. The annual performance goals, including school-level priorities and allocation for financial development and grants, will be recommended to the Board by the Executive Director. The goals will be defined during an annual strategic planning process that evaluates school performance on academic, operational and financial goals. The Executive Director will also evaluate school leaders and inform the Board about evaluation results and significant personnel decisions.

King MS, like all existing Green Dot schools, will have a School Advisory Council (SAC) that meets on a monthly basis, composed of parents, teachers, school leaders, classified staff, students, and community members. The purpose of the SAC is to ensure fair representation of diverse thoughts and oversight of the school. Green Dot recognizes the SAC as a critical part of the decision-making process. The SAC acts as a regular touchpoint between the school administration and community, and has proven to be an effective resource for community input. The SAC meets the requirements of a Title I committee and of the state.

The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. It will have oversight primarily over three realms: academics, finance, and operations. In regards to academics, the SAC will provide input into the school's plan around curricula, instructional strategies, instructional services for high-needs students and professional development for teachers. It will also play a role in reviewing student grades, test results, and discipline data. For financial matters, the SAC will provide input into allocation of school stipends, monitor Title 1 funding, and monitor the school budget. SAC members are given training on school budgets annually. Operationally, the SAC will provide input into the school academic calendar and opportunities on campus. Recommendations or input from the SAC will be elevated to the Board via the Executive Director as needed.

8.c. Board documents

See [Attachment 5](#) for exemplar board documents primarily based on the GDPSN Board. Green Dot would work collaboratively with Beaumont ISD and its board to adjust where necessary in applying these processes and policies to

the newly formed Green Dot board in Texas.

8.d. Board member information

Not yet applicable. If selected as Beaumont ISD's partner operator, GDPSN plans to file to form a new 501(c)(3) in Texas with a governance board. As new members join the Board in Texas, Green Dot would request all required documents and share with the Beaumont ISD board and staff upon request. GDPSN Board member information can be made available upon request.

8.e. Board member recruitment plan

The Board will discuss additions to Board membership annually at scheduled meetings. One of the Board's responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise. Once a candidate is nominated, the nominee's professional background, community involvement, and commitment to Green Dot's mission will be reviewed. Candidates will visit King MS. The Executive Director and Board Chair make a recommendation to move forward or hold on a candidate. To be confirmed, nominees have to receive a majority vote by the existing Board members. Whenever gaps based on challenges are identified or a board member transitions, the Board will undertake an active search. GDPSN will retain the ultimate power to remove Board Members.

As new Board members join, they will typically meet with the Board Chair, one other Board member and the Executive Director. They will receive an orientation to Green Dot, including training on understanding Green Dot's financials, academic model, and results. During these meetings, new members will have ample time to ask questions. Once members join the Board, they will receive a copy of the Board bylaws, information about compliance and disclosure requirements, a copy of the audited financials and budget, and a Board Roster so that they can begin contributing from their first meeting onwards.

On an annual basis, the Board will receive training on public / open meeting requirements. Throughout the year, the Board will receive refresher presentations and updates on key aspects of Green Dot's model and operations including academic results, financial position, and facilities status. Additionally, Green Dot seeks to keep board members informed regularly via an email highlighting developments in all regions and important news impacting Green Dot.

8.f. Relationship with pre-existing board

Within the Green Dot network, there are currently five entities: Green Dot Public Schools National (GDPSN), Green Dot Public Schools California (GDPSC), Green Dot Public Schools Tennessee (GDPST), United Parents and Students (UPaS), and Delta Properties. Each entity is separately incorporated and has a separate/local Board of Directors. Green Dot shifted to this model in order to appropriately separate funds across States, separate liability across States and ensure that the laws of one state do not apply to the other regions, while also creating links so that best practices are leveraged. GDPSN provides national oversight to ensure consistent implementation of Green Dot's model and provides centralized services to regions. GDPSC and GDPST operate and oversee schools in their respective regions. UPaS is an organization of parents, students, and community members dedicated to addressing the factors outside school boundaries that pose barriers to learning and inhibit local quality of life. Delta Properties is an entity that holds and manages GDPSC school properties that are not district co-location sites.

Green Dot's regional home office in Texas and GDPSN will have a regional services agreement that outlines the services provided by GDPSN and fees. The regional services agreement will be approved by both the GDPSN Boards of Directors and the Board of Directors of the new Green Dot nonprofit organization in Texas, once formed.

Application Team Capacity

9. Provide evidence of the following:

- a. As **Attachment 7**, the collective qualifications (documented by résumés and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement; and

- b. As **Attachment 8**, the proposed School Leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well-qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program (*if the School Leader candidate(s) is identified*); or
- c. As **Attachment 8**, the board and/or network's (if applicable) preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population (*If School Leader candidate(s) is not yet identified*); and
- d. Describe the plan to structure the work of the school leaders in the first year of operation and beyond, including how performance expectations will be clear, written, measurable, and aligned to the mission of the school.

9.a. Applicant team qualifications

See [Attachment 7](#) for the application team's resumes and for job descriptions of roles to be hired.

9.b. School leader qualifications

Not applicable. School leader candidate is not yet identified. See [Attachment 7](#) for the school leader job description.

9.c. School leader recruitment

See [Attachment 8](#) for the school leader recruitment overview and School Leader Evaluation (SLE) rubric, as well as the plan to structure and evaluate the leader's work.

9.d. Structuring and evaluating the school leader's work

School leaders will have a playbook (The Green Book) that offers them tools, recommended calendars, and other resources to ensure they know to execute the many duties required in the role. For example, recommended topics, model goals, and data tools will be provided for a principal's weekly meeting with school counselors. This will ensure that time is used wisely and conversations are data-driven.

Additionally, school leaders will receive initial and ongoing training to ensure success with teacher evaluation, school culture development, professional development planning and delivery, etc. The Executive Director and home office teams will provide training, coaching, co-planning, observation and support as needed. During the summer before school starts, teacher/counselor/staff professional development will be designed and co-facilitated with Green Dot. As the school leadership team demonstrates skill in designing and delivering sessions, responsibility for that work will shift more to campuses.

School leaders will receive intensive coaching and support during their tenure with Green Dot. The plan - which includes weekly coaching as well as summer and monthly professional development - centers on building skills defined in SLE. School leaders will have opportunities for co-planning, observation, and practice to explicitly build needed skills. Each semester, school leaders will review data, reflect on the rubric and identify specific areas for growth. In concert with the Executive Director, school leaders will set specific professional goals.

Please see [Attachment 8](#) for the Green Dot Tennessee version of the SLE and the detailed rubric. This tool will be adapted to align with Texas requirements. The rubric portion for the SLE illustrates four domains, with a total of 14 standards, specifically defined by 38 indicators. The rubric standards align to the Interstate Leaders Licensure Consortium Standards (ISLLC) and the Green Dot Mission and Core Values. The final evaluation of a school leader will consider multiple measures that include ratings on the rubric, stakeholder feedback, and student achievement. Future coaching and PD will be determined based on the leader's evaluation results.

Staffing Plans, Hiring, Management, and Evaluation

10. Provide evidence of the following:

- a. A recruitment and hiring strategy, including selection criteria, protocol, and timeline, that are likely to result in a

strong staff that is well-suited to the school;

b. A plan for providing targeted and personalized support and development to retain a high-performing staff;

c. Identification of evaluation tools and processes that will capture trends and track and promote teacher progress over time; and

d. Effective planning for unsatisfactory leadership/teacher performance and turnover.

10.a. Recruitment and hiring strategy

Green Dot uses the following strategies to recruit staff, and refines this process each year:

- Internal referrals
- Presenting at top graduate and education programs
- Advertising nationally and locally, including leveraging Facebook's "Apply Now" feature on social media, and utilizing the job-search application ZipRecruiter
- Partnering with Teach for America
- Utilizing a LinkedIn recruiter account, in efforts to cast a wider net to draw in both local and out-of-state talent
- Having a presence at local job fairs, distribute flyers and brochures at local community hubs, and host several open house networking events throughout the recruitment season
- Hiring for all staff will start once the school's Principal has been identified.

Recruiting Teachers

The new school will hire a diverse faculty comprised of the best teachers available. Green Dot specifically looks for candidates who demonstrate an unwavering belief in the potential of all students and are passionate about improving public education. Green Dot's teacher interview process includes five steps with the Principal being responsible for making the final hiring decision: online application, phone screen, group interview, school interview, and reference/background checks.

Recruiting and hiring classified staff

School Operations Staff at Green Dot include a School Operations Manager and an Office Coordinator who are responsible for managing day-to-day operations of the school when at full capacity. Green Dot recruits for School Operations Managers primarily through internal referrals and external postings. We require School Operations Managers to have a bachelor's degree, experience managing others and/or managing large-scale projects, and strong analytical and problem-solving skills. Green Dot looks for individuals who have excellent organizational skills, interpersonal skills, and at least 1 year of administrative support experience. Applicants are screened through a resume review, phone screen, skills-based assessment, in-person interview, reference checks and a school culture interview.

Recruiting and hiring counselors

Counselors are responsible for providing counseling and guidance services to all students, with a particular emphasis on preparing students for high school and subsequently college. This position also requires conducting individual and small group counseling for students in need. Green Dot recruits for counselors through traditional job postings, referrals, and posting on social media counselor network groups. Counselors are required to hold a valid Texas Counseling license, have a MA/MS degree in School Counseling, and have the ability to understand unique socio-emotional needs of our students. Counselors are selected as follows:

- Resume and application question screen
- 30 minute phone screen assessing background knowledge and experiences
- One-on-one interview with the Executive Director focused on behavioral-based questions to assess fit

Candidates deemed qualified for hire are invited to meet directly with the Principal who will make the final hiring decision.

10.b. Plan for supporting and developing a high-performing staff

At the heart of the Teacher Development and Evaluation System is the College-Ready Teaching Framework (CRTF). Each PD is linked to an indicator in the CRTF framework. In order to evaluate the effectiveness of learning and the

programming provided, data is collected in the form of exit slips. Attendees must complete exit slips providing feedback on the PD and their confidence in their ability to implement what they learned. Follow-up coaching is provided based on feedback and observation of PD implementation. Throughout the year, teacher effectiveness is tracked through observations that tie to the evaluation system.

Cultivating leadership capacity

Green Dot cultivates its leadership pipeline by growing teacher's capacity through formal Teacher Leadership positions, which are stipended, and informal leadership opportunities. As Green Dot fills upcoming school leader positions, it frequently looks to Teacher Leaders as well as the Curriculum Specialist team for potential candidates.

- Instructional Leadership Team (ILT): Provides input into the school instructional model; informs school wide PD; plans collaboration work with departments.
- Safe and Civil Leadership Team: Provides input into school policies around Code of Conduct and culture and monitors discipline data via the Safe and Civil Dashboard.
- Advisory Lead: The Advisory Lead plans the scope and sequence for Advisory classes and prepares curriculum that is distributed to teachers.
- Less formal opportunities would include serving on the School-site Hiring Team, School Advisory Council (SAC), or on the Student Support Team (SST).

10.c. Evaluation tools and processes to track and promote teacher progress

Teacher Evaluation

The evaluation process for Green Dot teachers is structured to provide support and coaching first and foremost that supports student achievement. Teachers' evaluation scores comprise of the following components:

- Qualitative Data: Classroom observations, Family Survey, Student Survey
- Quantitative Data: STAAR achievement results, iReady growth (internal growth metric)

Classroom observations

School leaders evaluate teachers during a combination of announced and unannounced observations that occur a minimum of 6 times during the year. Each observation is followed by a de-brief. School leaders use video evidence from the observations to align feedback to the indicators in the Teacher Evaluation rubric. They then use this evidence to debrief with the teacher on strengths and areas of growth in their practice and ultimately rate teacher performance on a 5-point model from Level I (Does not Meet Expectations) to Level V (Exceptional) on each of the CRTF indicators. All administrators must go through a training and certification process before being allowed to observe to maintain calibration across schools.

Family Survey

The Family Survey is completed by parents and/or guardians, who are asked to respond to statements such as "Teachers at this school contact me regularly about my student's academic progress" or "Teachers at this school have helped my student set high academic goals". Since the Family Survey obtains feedback about all teachers at a school site, all teachers at that school will receive the same Family Survey score in their Evaluation.

Student Survey

The Student Survey is administered annually to about 30 randomly selected students from all of a teacher's classes, and is designed to capture student perspectives of the classroom environment and instruction. The survey is used to ensure that it captures relevant and meaningful data about classroom instruction. Students rate their teachers based upon standardized statements such as "My teacher treats my classmates and me with respect" or "My teacher asks questions that make me think."

Achievement:

Texas accountability ratings are part of teachers evaluation scores. Student performance on STAAR scores (achievement and growth) are factored into individual teacher's score (based on content) or a schoolwide growth score (for teachers of

non tested subjects). In addition to the state assessment, student achievement data on iReady is also included. Final performance ratings are calculated based on the inputs above and impact compensation and/or supports provided the following year.

10.d. Plan for unsatisfactory leadership/teacher performance and turnover

Through the Teacher Evaluation System and the Leader Evaluation System, Green Dot identifies the scale and scope of an individual teacher's and school leader's weaknesses and works collaboratively to provide a comprehensive range of professional support. Teacher and School Leader Improvement Plans are created when a supervisor determines that a teacher or school leader does not meet, or only partially meets, the standards defined by the CRTF and Leader Evaluation Framework, respectively. The Improvement Plan calls for additional and intensified support.

In the event that a teacher/school leader continues to show no improvement in performance or fails to meet the CRTF or Leader Evaluation Framework standards, they may be terminated at the end of the plan's duration or let go at the end of the school year. The support that Green Dot provides teachers and school leaders who are performing below standards are personalized, in-depth and include one-on-one coaching. These supports make a measurable difference in teacher and school leader practice, and therefore the incidence of dismissal on the basis of poor performance is low.

In the event that school leadership or teacher changes occur mid-year, Green Dot will backfill the vacancy from quality sources. At the school site level, Principals will first look within their existing teaching staff to identify additional capacity to address mid-year teacher turnover.

Professional Development

11. Provide evidence of the following:

- a. Allocation of responsibilities for professional development, including demonstrated understanding of, and preparation for, professional development needs and adult learning facilitation; and
- b. Professional development methods, calendar, and staffing that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

11.a. Responsibilities for professional development

Professional Development (PD) at Green Dot is anchored in six Guiding Principles to support adult learning theory:

RELEVANCE: Green Dot PD facilitators will use data to ensure that every PD experience addresses participants' pertinent professional learning needs.

CONTINUITY: Green Dot PD will be an interconnected series of activities aligned to a few large goals around increasing student achievement, school culture, and improving classroom instruction.

EDUCATOR VOICE: Green Dot PD will include the voice of its participants in planning, delivering and giving feedback on PD.

SESSION DESIGN: Green Dot PD sessions will be rooted in adult learning theory and will utilize the most appropriate structures to achieve the learning objectives.

DELIVERY: Green Dot PD facilitators will demonstrate humility, credibility, and positivity in presenting thoughtfully planned and prepared PD.

FOLLOW-UP: Green Dot PD will include support for the participants during the 'implementation stage' after the particular PD session.

11.b. Professional development methods, calendar, and staffing

A non-negotiable of the school includes staff participation in the school's PD community. PD at Green Dot includes all ways that educators are supported in improving their effectiveness.

PD category	Focus:	Structure & Format
Summer PD	Purpose: onboarding new staff, culture building, communicating school goals, yearly initiatives, and strategic plan focus Topics: school culture and classroom management, technology and systems training, curriculum implementation and instructional strategies, differentiation for special populations, data-driven instruction and assessment cycles, compliance training, and GD policies	80-100 hours (beginning 3 weeks from the first day of school): - 5 days: teachers new to the profession - 10 days: all staff, includes content specific sessions for both teachers and non-instructional staff
New Teacher Support & Induction	Purpose: teachers new to the profession require additional training, instruction, and guidance; supports long term teacher retention goals; build confidence and reflection within new teachers; creates community of support and positivity Topics: <i>Together Teacher</i> book study, classroom management, lesson planning and preparation, work-life balance, instructional cycle, communication to parents, understanding teacher evaluation framework, teacher wellness and mental health supports	Monthly workshops (2 hours): - Led by mentor teachers, admin, or district staff Weekly coaching: - Based on teacher needs, during prep period and/or classroom instruction - Menu of coaching services includes: real-time coaching, demo teaching, guided practice, video observation, role playing
Teacher Leadership Teams	Purpose: to provide teacher leadership teams with structured opportunities to engage in data analysis, professional development facilitation skills, development of peer coaching skills, and overall growth within Green Dot's teacher leadership pipeline. - Topics: there are 3 teacher leadership teams that exist on each campus. See Section 10b.skills.	Quarterly trainings (2 hours): - Review data, receive training, reflect on improvement cycle, and make relevant adjustments to strategic plan based on data Bi-weekly team meetings (60-80 minutes): - Review data, assess teacher needs, and plan corresponding PD sessions aligned to teacher and student data
Admin coaching and collaboration	Purpose: to provide continuous supports and training for administrators, designed to support their growth and development in leadership skills Topics: typically include - book study, strategic planning, teacher/staff coaching and evaluation, data analysis, and strategic planning - Quarterly data dives: admin teams analyze student academic performance and progress toward growth goals - Monthly training: reflect on progress toward strategic priorities (college ready learners, highly effective team, engaged parents & community, high quality model) - Bi-weekly coaching: teacher observation and coaching, school culture, dashboard metrics, student achievement and growth	Quarterly Data Dives (half day) Monthly training Weekly coaching (60-90 min): - Principals receive weekly 1-on-1 coaching and supports from Executive Director
Network PD	Purpose: to ensure Green Dot district and school	Varies:

from external partners	leaders remain up to date on the latest research and best practices to ensure student achievement, teacher effectiveness, and promote a positive school climate and culture.	- Full day in-person classroom observations (academic & behavioral) and/or common area observations led by consultants, accompanied with debriefs and action planning for next steps. - Our partners work with us through cycles of improvement to observe teaching and learning, make a practical plan for improvement, develop teacher and leader capacity to carry out the plan, and support follow-through.
	Content: Green Dot contracts with Instruction Partners and Safe & Civil Schools to support on-going growth and professional development for its leadership teams.	

Facilities

12. Provide evidence of the following:

- Identification of an appropriate proposed school facility; or
- A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

12.a. Identification of an appropriate school facility

Green Dot will continue to operate King MS in its existing facility.

12.b. Plan and timeline

Not applicable. Green Dot assumes that the facility is owned by BISD, is code compliant, and will meet requirements to serve King MS students successfully.

Section 4 – Financial Plan

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan.

Financial Plan

13. Provide evidence of the following:

- a. Reasonable assurances that the partner will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits;
- b. That the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance;
- c. That the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report;
- d. As **Attachment 9**, a complete, realistic, and viable operating budget within the Financial Plan Workbook provided;
- e. As **Attachment 10**, a detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable); and
- f. Sound contingency planning to meet financial needs if anticipated revenues are not received or are lower than estimated.

13.a. Systems, policies, and processes

The Green Dot Public Schools National Finance & Accounting (F&A) department supports the financial management of all Green Dot Public Schools. Serving Green Dot schools for over 20 years, the F&A department has a successful track record in implementing and executing on the administrative/business operations listed below:

- Compliance with state and federal regulations for anticipated funding
- Preparation of the annual budget in alignment with the educational objectives
- Monthly meetings with Administrators and stakeholder to understand variances, update projections and make adjustments to ensure budget objectives are met
- Quarterly meetings with Budget and Audit Committees to ensure Board awareness of school site decisions and activities
- Cash flow management on a monthly, weekly or even daily basis, if needed
- Accrual based accounting to provide more timely and accurate financials
- Monthly close including grants reporting, balance sheet analysis, profit and loss variance analysis and cash flow projections
- Financial dashboards produced monthly which highlight areas of greatest risk and greatest success
- With our new ERP and EPM systems, there will be immediate and on demand access to financial data
- Set up and implementation of fiscal controls and separation of duties
- Set-up and assistance for administration of human resources including payroll process
- Interfacing with district, county & state in matters relating to fiscal affairs, reporting, audits & accountability
- Attendance accounting and reporting controls
- Preparation for the annual audit
- Compliance with applicable record keeping requirements
- Compliance with asset inventory policies

Systems: Green Dot uses Workday as its HRIS system, Enterprise Resource and Enterprise Management system. Green Dot will be the first organization in the country to fully utilize Workday from HRIS through to Enterprise Management. Green Dot will have one system, which will be an on demand, one log-in system avoiding the need for many systems which do not talk to each other, require various licenses, manual pushing of data from one system to the next and in many cases an over reliance on excel spreadsheets maintained outside of the system of record.

Grant Accounting: As part of its accounting services, Green Dot understands and highly values the importance of ensuring all restricted funds are accounted for according to donor restrictions, federal and state regulations. In addition to the General Ledger Accounting team, Green Dot has a Grant Accounting team that ensures the highest level of regard for restricted funds. The Grant Accounting team produces reports and meets with Program Managers on a predetermined schedule dependent on the size and complexity of the grant to determine the grant is on track from an accounting perspective. The Grant accountants work with the auditors and other stakeholders as needed to provide essential accounting data specific to restricted funds.

Compliance: GDPSN has a multi-person Special Programs and Compliance (SPAC) team that ensures compliance with Federal, State and private funding sources. Team members are cross-trained across multiple program areas. They develop a monthly calendar with all key compliance deliverables, deadlines, owners and interim steps which is provided to schools and relevant home office staff. The SPAC team sets up meetings with key program staff, including the Controller, to review key documentation prior to submission, working backwards from a timely submission. For staff that are covered by Federal Program reimbursement, the SPAC team ensures timesheets are completed on time and works closely with Payroll and Accounts Payable to ensure the appropriate documentation is gathered and submitted in a timely manner. Annually the SPAC team works with Green Dot's auditors to ensure appropriate management and controls on restricted funds.

Financial Controls: Green Dot has an extensive set of internal control policies outlined in Green Dot's Finance and Accounting Policies Manual including:

- Compliance with Laws
- Signing Authority
- Security of Financial Data
- Security of Documents
- Due Diligence and Periodic Internal Audits
- Use of Assets
- Use of Credit Cards
- Invoicing
- Password Protocol and File Access

Below is a sampling of these policies. The entire Finance and Accounting Policies manual is available upon request. Green Dot updates the manual annually and provides a copy to employees.

Signing Authority: Only specific employees are authorized to financially encumber and make representations on behalf of Green Dot. Those employees are responsible for making authorizations in accordance with policies applicable to the specific item being authorized. Categories of financial encumbrances include:

- Purchase Orders/Invoices/Requisitions
- Expense Reimbursements
- Green Dot Credit Card Transactions

- Service Contracts (require legal and procurement review prior to execution)
- Loans (require legal and finance department review prior to execution)
- Lease Agreements (require legal and finance department review prior to execution).

Other types of documents requiring a signature may indirectly encumber the organization financially and should be reviewed by the legal and finance departments if there is any uncertainty.

Purchasing: Purchasing refers to the process of acquiring goods and services best suited for the specific needs of GDPS. By creating purchase orders, schools can purchase items/services to support the needs of students, staff, and class instruction and ensure the appropriate approval chain is utilized.

Vendor Selection: To ensure Green Dot receives the best prices and quality of service, Green Dot adheres to state and federal procurement guidelines when applicable. In the absence of specific guidelines, Green Dot requires the following: 1) Value less than \$10,000: No quote nor proposal is necessary if Green Dot considers the price reasonable, although fair and equitable standards apply to the vendor selection process; 2) Value from \$10,000 - \$50,000: A minimum of two (2) quotes or proposals must be obtained from qualified sources; 3) Value greater than \$50,000 and less than \$150,000: A minimum of three (3) quotes or proposals must be obtained from qualified sources; 4) Value of \$150,000 or greater: Comprehensive requests for proposals that include clear, accurate descriptions of goods and/or services solicited and are publicized. A formal method for their evaluation and selection must be followed.

Deposits: School site School Operations Managers or Office Coordinators receive cash or checks from teachers, fundraising, parents, and other sources (i.e., cheerleading, soccer, class trips, uniforms, lunches, yearbooks, and donations). Checks collected must specify purpose, date, and amount of the payment. Payments must be evidenced by a receipt. A log of payments is acceptable under certain circumstances when giving an individual a receipt is not feasible (i.e., small dollar amounts for snack items). Verification as to the accuracy of funds received and recorded must be evidenced by the School Operations Manager and the person responsible for accepting the funds (i.e., program manager, teacher or office assistant) by making an entry in the Receipt Log. Funds must be kept in a secure location at the school site until the scheduled pick-up occurs. Deposit records must be emailed to the responsible Senior Accountant immediately after completion of the deposit. Unless there was no money collected, there should be at least one deposit per week. If a deposit does not occur during the week, then this fact should be communicated to a responsible Senior Accountant via email. Back-up documentation must be kept at the school site.

All money should be deposited weekly on regular pick up dates via armored transport service. Home Office and school sites must deposit all money before spring, summer and winter breaks. Requests to cancel or change regular deposit pick-ups should be communicated to a responsible Senior Accountant and approved by the Controller prior to the pickup being changed. Checks must be deposited within one week of the receipt of the check.

Petty Cash: Since the Principals at each school site have a credit card for school supplies, expenses, and unforeseen costs, petty cash funds are no longer necessary at the school sites.

Bank Accounts: All bank accounts will be established in strict accordance with Green Dot bylaws and the terms and conditions agreed to with the hosting financial institution. At a minimum, Green Dot will maintain the following:

- A Main Operational Checking Account into which all non-payroll related deposits and disbursements will be made. Note that fundraising derived by the Home Office Departments are deposited into this account.
- Individual School Deposit Zero Balance Accounts into which all Federal, State, and Local school earmarked funds will be deposited. Note that fundraising derived by the schools is deposited into its individual bank account.

Any balance in these accounts will be swept into the Main Operational Checking Account nightly.

- A single Payroll Zero Balance Account which will be used solely for making payroll and payroll tax related payments. Any balance in this account will be swept into the Main Operational Checking Account nightly. Separate holding accounts for advance funds provided under Federal, State or Local programs which require segregation of funds.
- In regions where private and Federal funds are commingled with State funds, funds would revert to the State in the event of a school closure, Green Dot management may decide to maintain separate bank accounts for State funds and non-State funds. Materiality and probability of school closure are examples of factors management will consider when determining whether or not to maintain separate accounts.
- Federal Grant Funds – Interest-Bearing Accounts: All advance payments of federal funds must be deposited and maintained in interest-bearing accounts, with the following exceptions (2 CFR §200.305):
 - The entity receives less than \$120,000 in federal awards per year.
 - The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on federal cash balance.
 - The bank would require an average or minimum balance so high that it would not be feasible within the expected cash resources.

Expense and Travel Reimbursement: Green Dot may authorize payment for actual and necessary expenses, including travel incurred by an employee performing pre-approved, authorized services. However, the majority of day-to-day purchases (e.g., supplies) should be done through the appropriate purchasing processes (see Purchasing Section of the Employee Handbook). Every effort should be made to obtain items from Green Dot-approved vendors using the requisition process. Purchases from vendors outside the home state are subject to that home state's tax and that tax will be added to the cost of the item and charged to the budget of the site that incurred the charge.

Expense reimbursements are submitted through Workday and routed through the system automatically according to the cost center manager for the requested reimbursement. Although the Policy guide discusses expenses eligible for reimbursement employees are strongly encouraged to seek approval for expenses before incurring expenses for which they will seek reimbursement.

In general:

- Expenses can be reimbursed up to 45 calendar days from the date of the transaction
- Itemized receipts and/or proof of payment must accompany all expenses
- All expenses must be pre-approved by the Cost Center Manager

Failure to comply with the above will result in non-reimbursement of the expense.

Mileage Reimbursement: Mileage for work required travel is eligible for reimbursement and uses the process as the employee reimbursement process discussed above. A mileage log must be submitted for all mileage reimbursement requests and must indicate the points of travel, dates of travel, odometer readings and the miles eligible for reimbursement. Per applicable state and federal law, normal commuting costs of traveling to and from work are not reimbursable and must be subtracted from the reimbursement request. Note: gas, oil or other vehicle maintenance items and insurance related to personal car use for business travel is not reimbursable since this is included in the IRS/government mileage rate.

Employees must acquire and maintain the minimum requirements, per applicable state and federal law, (e.g., ensure valid driver's license, minimum insurance, etc.), when driving is part of, or is incidental to, his/her job duties (e.g., traveling

between school sites).

Meals and Entertainment: Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, Green Dot has set a maximum daily reimbursement, exclusive of tips, of, \$14 for breakfast, \$18 for lunch, and \$34 for dinner. Tips considered reasonable and necessary are eligible for reimbursement.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- The description must include the number of individuals and the names of those attending (including self), their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
- Green Dot does not reimburse an employee for alcohol.

Travel: In the spirit of being a non-profit educational organization, employees are asked to spend prudently. Green Dot employs an online travel management system (Egencia) in which employees can book air, hotel, and car rental travel, requires supervisor approval prior to booking, and is billed directly to Green Dot. Unless otherwise approved by your supervisor, employees should use the Egencia system.

Hotels: Reasonable lodging costs incurred in the course of business travel will be covered by Green Dot whenever a day trip is not appropriate, if approved in advance. Green Dot may have negotiated rates at certain hotels and employees are expected to stay at those hotels, if available. All hotel bookings require approval by the department head in which the travel expense will be incurred. Additionally:

- Green Dot employees are expected to stay in standard business class lodgings that charge a reasonable rate.
- Green Dot will not pay for lodging costs when staying in a city longer than is justifiably necessary.

The itemized hotel bill showing the form of payment used (charge slip or zero balance) must be submitted with the expense form or credit card reconciliation as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

Air Travel: Green Dot employees are expected to travel using the lowest available logical fare in Economy class. Air booking searches on Egencia will automatically find the lowest available logical fare. All air travel requires approval by the department head in which the travel expense will be incurred. Additionally:

- The only legitimate reason for flying any class other than Economy is if seats are not available in Coach or if an employee has a disability for which a reasonable accommodation is required. If this is the case, approval must be obtained from his/her manager before purchasing the ticket.
- Only actual costs will be reimbursed upon completion of travel. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights. Miles and points earned are the property of the employee.

Green Dot is not responsible for lost, stolen or damaged luggage. Please file a claim with the airlines and/or personal insurance company.

Car rentals: Car rentals should be used only when needed and alternate forms of road transportation (i.e., taxis, public

transit and personal vehicles) are not more feasible or available. Green Dot currently has a corporate contract with National Car Rental and employees are to use this preferred vendor when possible. Loss Damage Waiver ("LDW") insurance is included in the corporate contract. If renting outside of the corporate contract, LDW should be accepted.

13.b. Roles and responsibilities

The GDPSN Chief Financial Officer Consultant, Director of Finance, and the Controller provide overall guidance in executing all financial and accounting controls and processes. Additionally, the GDPSN Director of Finance is assigned to King MS and the Regional Office and acts as a liaison between the GDPSN F&A department and the Director of Finance and Operations in Texas. On a weekly basis, the GDPSN Director of Finance and the Director of Finance and Operations in Texas will meet to discuss budget planning, budget to actuals, compliance and reporting deadlines, and any other relevant F&A topics. On a monthly basis, the Director of Finance and Operations in Texas will meet with the GDPSN Finance and Accounting team members to do a deep dive into the prior month's close.

The Director of Finance and Operations in Texas will then meet with the King MS principal twice a month to review budget to actuals and prepare for School Advisory Council (SAC) meetings to share relevant financial information with key school stakeholders. Resumes for employees currently holding the above mentioned GDPSN positions are available upon request.

School-level and Home Office department-level budgeting is a collaborative effort between all Home Office departments and school sites across all regions. GDPSN will finalize an annual operating budget of revenues and expenses, five year projections, cash flow projections and capital expenditure and deferred maintenance budgets based on the needs of King MS and input from the Director of Finance and Operations in Texas. These budgets and projections will be reviewed and approved by the Board of Directors in Texas on an annual basis in June and modified in October after the first reporting cycle of the academic school year in order to adjust for actual student enrollment (see Contingency Plan below for more information).

The school administrative team and the SAC will play key roles in managing the school's finances. School administrators will be responsible for working with the Director of Finance and Operations to develop a budget. School administrators will identify the strategic investment priorities for the school based on academic achievement and the school's strategic plan. Administrators will revise attendance plans, since enrolled students are a critical source of revenue. School administrators will also be responsible for reviewing budgets on a monthly basis and understanding and managing variances. SACs are composed of a diverse set of school stakeholders (refer to the Governing Board section for additional details). SACs provide critical input into the budget of the school and the use of resources. If a school needs to make budget cuts, the SAC will be consulted for input into where those cuts should be made.

Consolidated school and Home Office department-level financial reports displaying budget versus actual results as well as full-year budget versus full-year forecast are prepared by Finance & Accounting and will be presented to the school sites and Home Office Department Heads on a monthly basis. The leadership team, the Finance Committee of The Board of Directors, and the Board of Directors will review and discuss the statements on a quarterly basis, typically within 45 days after the end of the quarter. The Director of Finance and Operations in Texas will present the material to the Board at each meeting.

13.c. Financial transparency

King MS will review and approve the budget, the annual audit and the annual financial report at an open meeting of the Board of Directors where stakeholders will be invited to attend and provide public comment. In addition, parents and other stakeholders are invited to give input into their school's budget during SAC Meetings. Green Dot will provide Beaumont

ISD with copies of all annual financial reporting, and/or meet authorizer requirements regarding budget transparency outlined in agreements with the BISD. Further, required financial documents will be made accessible to the public via the school website.

Green Dot currently engages Eide Bailly LLP as its independent auditor. The firm began operations in 1917 and since that time has conducted audits of K-12 Local Education Agencies and charter school clients since 1985. As a result of this past experience, Eide Bailly LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

Green Dot's fiscal year ends June 30th. The audit starts in March of each year with the four phases of the audit. During the school-site audit in March, Auditors test controls procedures related to cash deposit and attendance. In June, auditors test all state funding for reasonableness. In August, auditors test all federal funding in order to issue an A-133 audit opinion. Finally, in October, auditors test the financials for reasonableness. An audit opinion is issued for state funding, federal funding as well as the financials as a whole. Green Dot schedules the audit timeline based on submission deadlines to all charter authorizers and state entities, and plans accordingly for review with the Audit Committee and the Board of Directors well ahead of the deadlines.

The Green Dot Audit Committee is composed of the Green Dot Finance Leaders from all regions and representatives from all Green Dot boards. Members will review any audit exceptions or deficiencies and report recommendations to the applicable Green Dot Board of Directors as to how these have been, or will be, resolved. If a school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the GDPSN Finance and Accounting Department and the Audit Committee as soon as they were discovered. They would also be covered with the Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures were required, it would be brought up to Green Dot management, the Budget Committee of the Board and if required, the Board of Directors for approval.

Annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to applicable local and state agencies, as required by law. Finally, Green Dot will post the annual financial report and IRS Form 990 on its website. Green Dot has submitted an on-time audit each year in its 20 year history. Green Dot has had two findings in its 20 year history.

13.d. Operating budget

Please see [Attachment 9](#) for the operating budget.

13.e. Budget narrative

Please see [Attachment 10](#) for the budget narrative.

13.f. Contingency planning

Green Dot recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities. All Green Dot schools have in place a contingency budget process so that schools can adjust their budget once enrollment numbers are finalized. Green Dot will use best practices developed through experiences in its 20 year history to determine contingency budgets for each school, including, but not limited to:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement
- Seeking additional philanthropy or local, state or federal funding sources for high needs students

- Delaying hiring of personnel until King MS has the enrollment to support the hires - the Director of Human Capital closely coordinates with the Director of Finance and Operations and the Principal if there are enrollment concerns
- Reducing personnel if needed - Green Dot works to avoid this situation as much as possible, but if the measures above are insufficient, we will work with the Principal to make the cuts needed in order to ensure that King MS is sustainable and viable

2019-2020 Local Campus Partnership Application

Existing Partner/Experienced Partner Supplement

Existing Partner/Experienced Partner Supplement

(Limit: 5 Pages)

A strong proposal from a partner that has previously operated schools, or a partner proposing to contract with an entity that has previously operated schools (often referred to as an Education Service Provider or ESP), is coherent overall and aligned internally with the school's mission and vision, Educational Program, Operational Plan, Financial Plan, and any other applicable attachments. Experienced Charter Partners should complete only Section 1, below. Any applicant proposing to contract with an Education Service Provider (ESP) should complete Sections 1 and 2.

Existing Charter Partner Track Record

1. Provide evidence of the following:
 - a. As **Supplemental Attachment 1**, the experienced partner applicant or ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non- academic school functions (e.g., back- office services, school operations, extracurricular programs);
 - b. As **Supplemental Attachment 2**, the financial health of the experienced partner applicant or ESP as demonstrated through an independent financial audit report and its most recent annual report; and
 - c. A clear description of any history of charter revocations, non-renewals, withdrawals, or failures to open for the experienced partner applicant or ESP.

1.a. Academic success and successful management of non-academic functions

See [Supplemental Attachment 1](#) for evidence of Green Dot Public School's success serving similar student populations and successful management of non- academic school functions.

1.b. Financial health

See [Supplemental Attachment 2](#) for Green Dot Public School National's most recent independent financial audit report. We do not publish an annual report.

1.c. History

During its 20 year history, Green Dot Public Schools has not had any of its charters revoked, non-renewed, withdrawn, closed, or fail to open due to financial mismanagement or academic performance. Green Dot believes in accountability and scrutiny as keys to high performing schools and educators. While we have opened 35 schools, we have also led some initiatives to merge, transfer to another organization, or close schools. The ability to learn quickly from experience and adapt well is a core strength of successful organizations. Well-designed strategy, careful planning and execution needs good feedback loops to ensure that we reflect, learn and improve constantly. Our communities deserve nothing less.

At times, we have had to course correct. At every school within the Green Dot network, we have always sought to truly provide excellence for all students. Many of the below changes in our makeup have been governance shifts largely felt by the administration; others are transfers to other organizations, and there are a handful of outright closures. In each case, stakeholders in the community have guided our decision-making and outcomes.

Green Dot Public Schools California Network

Ánimo College Preparatory Academy

After reviewing declining enrollment trends for Ánimo College Prep Academy, we determined that our ability to provide students with the caliber of robust programs and support we provided from 2011-2020 was no longer viable. It is unfortunate that our program, which had delivered student growth percentiles in English and Math at 92 was not able to continue at this site. Students were offered spots at other nearby schools in our network.

Ánimo Film and Theater Arts Charter High (AFTA)

AFTA was established to provide a very small (160 students total) innovative project-oriented and creativity-focused program within Green Dot's broader college-prep curriculum. While the program delivered for students and families, enrollment never gained sufficient traction as students and families were better served and more attracted to the college preparatory programs. AFTA was a Big Picture model school - an adjacency to our core model and better supported by transferring it to the Big Picture organization directly.

Ánimo Justice Charter High

Ánimo Justice was founded as part of a cluster of high schools Green Dot opened in 2006-7. While the program delivered for students and families, enrollment never gained sufficient traction just as declining public funding during the 'Great Recession' meant changes in the program and model. Students were offered spots at other nearby schools in our network, including another high school on the same city block. Consolidating the two schools' enrollments proved prudent.

Ánimo Locke Technology High, Alain Leroy Locke 3 College Preparatory Academy, Ánimo Locke Charter High School #3, Ánimo Locke ACE Academy, Ánimo Locke II College Preparatory Academy

When Green Dot began leading Alain LeRoy Locke High School, it created separate Local Education Agencies (LEAs) to give the school a chance to build an evolutionary identity and incorporate innovative programs to the original school while advancing a turnaround effort on that campus. As the turnaround model evolved, Green Dot adapted constantly to ensure that student safety and success remained at the center of school policy and decision-making. It became clear that smaller corps within the large campus could maintain their efforts without being separate LEAs, which was adding additional administrative burdens. Alain Leroy Locke College Preparatory Academy continues to deliver a high quality education to the local community under Green Dot's leadership.

Ánimo Phillis Wheatley Charter Middle

Ánimo Phillis Wheatley was originally created as a separate LEA to give the school a chance to build a complementary but independent program while advancing a turnaround effort at the original Henry Clay Middle School. It became clear that smaller corps within the large campus could maintain their efforts without being a separate LEA, and Henry Clay has since been renamed Ánimo Legacy Charter Middle School, which continues to deliver a high quality education to the local community under Green Dot's leadership.

Green Dot Public Schools Washington State Network

Excel Public Charter School, Destiny Charter Middle School

Neither Destiny nor Excel recovered from early setbacks in enrollment due to legal uncertainty around charters in Washington state, despite opening their doors with a full class and a waitlist. Given waning enrollment in each school over its lifespan, there was no pathway forward for either school that was viable on public funding while delivering compelling outcomes for students and families, so long as charters remained shut out of 30% of revenue.

Rainier Valley Leadership Academy

Rainier Valley Leadership Academy originally opened as part of the Green Dot Public Schools Washington network. The school was and remains successful, but governance and management proved to be challenging

within the Seattle legal and political environment impacting enrollment and governance. The school has since transitioned to an independent board and continues to serve students and families in South Seattle.

Green Dot America

Green Dot Public Schools New York

Green Dot New York, now University Prep Public Schools, was opened in partnership with the United Federation of Teachers (the NYC affiliate of the national umbrella organization, the American Federation of Teachers – AFT). The school was and remains very successful; it modeled fruitful partnership between a CMO and a traditional teachers' union - the largest in the country, in fact. With no intention to scale in NYC, and therefore no intention to build any regional support staff, most back office functions were contracted to the UFT. Despite the success of the school, it made little sense to continue to license the Green Dot brand. The school was transitioned to an independent board, which remains chaired by Green Dot's founder, Steve Barr.

ESP Management Plan and Legal Relationship

1. Provide evidence of the following:

a. As **Supplemental Attachment 3**, a clear and appropriate Management Agreement that includes:

- ✓ A detailed description of the roles and responsibilities of the ESP;
- ✓ A detailed explanation of the scope of services and costs of all resources to be provided by the ESP;
- ✓ A detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including schoolwide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals;
- ✓ A detailed explanation of the conditions, standards, and procedures for board intervention if the management organization's performance is deemed unsatisfactory;
- ✓ A detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation;
- ✓ A detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance and on what schedule;
- ✓ A detailed description of the duration, renewal, and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed, and the procedures for determining whether the management agreement will be renewed;
- ✓ A detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause, including provisions for notice to the other party and any conditions under which either party may terminate the management agreement without cause;
- ✓ An explanation and justification of any indemnification provisions in the event of default or breach by either party;

- b. A compelling plan for the operation of the school in the case that the management agreement is terminated;
- c. That the board is independent from the ESP and self-governing, including separate legal representation of each and arm's-length negotiating and no existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities;
- d. A clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities;
- e. A detailed explanation and compelling justification of any lease, promissory notes, or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school; and
- f. A detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

1. ESP Management Plan and Legal Relationship

Not Applicable. Green Dot will not be contracting with an ESP.

Attachments

1. Graduation standards (high school applicants only)

Not Applicable. King MS is not a high school.

2. Enrollment policy

Not applicable. Green Dot will follow BISD's enrollment policy.

3. Discipline policy

Please see [Attachment 3](#).

4. Organizational charts

Please see [Attachment 4](#).

5. Board documents

Please see [Attachment 5](#) for exemplar board documents primarily based on the GDPSN Board. Green Dot would work collaboratively with Beaumont ISD and its board to adjust where necessary in applying these processes and policies to the newly formed Green Dot board in Texas.

6. Board Member Information Form Prov

Not yet applicable. If selected as Beaumont ISD's partner operator, GDPSN plans to file to form a new 501(c)(3) in Texas with a governance board. As new members join the Board in Texas, Green Dot would request all required documents and share with the Beaumont ISD board and staff upon request. GDPSN Board member information can be made available upon request.

7. Leadership team qualifications or role description

Please see [Attachment 7](#) for the application team's resumes and for job descriptions of roles to be hired.

8. School leader qualifications or role description

Please see [Attachment 8](#) for the school leader recruitment overview and School Leader Evaluation (SLE) rubric, as well as the plan to structure and evaluate the leader's work.

9. Financial Plan Workbook

Please see [Attachment 9](#).

10. Financial plan narrative

Please see [Attachment 10](#).

11. Sample of instructional plans

Green Dot would use the curriculum outlined in section 1.a. Curriculum to create or adapt instructional guides aligning with TEKS. A sample of instructional plans from our existing regions has been included as [Attachment 11](#) for reference.

13. Video playlist

Green Dot would like to share a few videos of our current schools to give BISD staff and community members a glimpse of what our model looks like in reality. We included clips of middle schools and transformation schools, as well as a chance to hear directly from our stakeholders: students, families, and staff. Given the global pandemic,

once it is safe again to do so, we would like to invite Beaumont stakeholders to visit our current schools. Please see [Attachment 12](#).

Supplemental Attachment 1. Experienced partner track record

Please see [Supplemental Attachment 1](#) for evidence of Green Dot Public School's success serving similar student populations and successful management of non-academic school functions.

Supplemental Attachment 2. Financial health

Please see [Supplemental Attachment 2](#) for Green Dot Public School National's most recent independent financial audit report. We do not publish an annual report.

Green Dot Public Schools Discipline Policy

Green Dot's approach to discipline is aligned to the broader Green Dot policy, as it seeks to serve the needs of all students. The discipline philosophy includes:

- Starting with promoting positive behavior.
- Providing behavior supports through the RTI process
- Engaging parents
- Focusing on restorative practices when behavior expectations are not met

In practice, this means:

1. Explicitly setting expectations for behavior and setting clear classroom routines (e.g. having routines on how to turn in work, hand out materials and make-up missed work; in all grades setting up CHAMPS adapted with age-appropriate language at each grade-level to guide students on expectations for conversation, help, activity, movement, participation and success)
2. Consistently reinforcing what good behavior looks like by encouraging teachers to have a 3:1 ratio of interactions with every student – i.e., 3 positive interactions for every correction and by encouraging active circulation of teachers in the classroom.
3. Recognizing positive behavior as much as possible.
 - a. In class: teachers will use a “merit” system for celebrating positive behavior in the classroom (e.g. showing respect, reading out loud to the class) that results in prizes (school supplies, healthy snacks) and special privileges (front of the lunch line pass, discounted tickets to school events)
 - b. School-wide: Positive behavior will be recognized during weekly assemblies. There will also be school wide incentives on a weekly basis for free dress days, gym time during Advisory and other spirit / culture events.
4. Identifying when behavior expectations are not met through a de-merit system to allow for reflection and self-correction

To ensure consistency in the implementation of these practices, the Safe & Civil Leadership Team provides trainings on the fundamentals that teachers should exhibit related to maintaining a strong classroom learning environment including keeping students on task, providing opportunities for students to respond, demonstrating a high ratio of positive to negative interactions, responding to disruptions, and communicating expectations clearly. The Safe & Civil team goes into classrooms to support with implementation. Principal and Assistant Principals will look for these behaviors during classroom observations and provide coaching to improve practices when necessary. These practices are aligned to Domain 2 of the College Ready Teaching Framework (CRTF) used to coach, develop and evaluate teachers.

When behavior expectations are not met, Green Dot's approach is based on the research and philosophy of Restorative Practice. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. Therefore, students who violate Green Dot's Code of Conduct will often face a restorative consequence – an opportunity to give back to the community and repair relationships they have damaged. For example, if bullying is the infraction, facilitated conversations, a written apology note, and/or a behavior reflection assignment may result. The goal is that students always take responsibility and make amends.

The In School Suspension (ISS) team leads restorative circles. A restorative circle is different from a “meeting” or “mediation” in that its purpose is to create a safe place where individuals can listen, speak freely and honestly. Participants have the right to speak or observe, commit to confidentiality, and respect the person talking. The focus is not on the details of “what” happens, but rather the feelings and process of those involved, and a collaboration and commitment on how the person can make the situation right. Circles consist of a facilitator who assists the group in creating and maintaining a collective space of safety, honesty, and respect; a group of at least two people who are talking, understanding, healing, supporting, community-building, conflict resolving and reintegrating; and a talking piece, which must be held in order for someone to speak and should be circulated to give everyone an equal amount of uninterrupted time to speak. Teachers are also trained in these practices so they can lead circles in their classrooms when necessary.

The “giving back” does not necessarily replace punitive actions that may result from the infraction. In addition to restorative consequences, additional consequences are age appropriate and progressive in nature.

Policy: Progression of Disciplinary Procedures

Green Dot’s approach to discipline prioritizes creating an environment of safety and civility, and includes: starting with promoting positive behavior, providing behavior supports through the RTI process, using data to determine what Tier of supports students need, engaging parents, and focusing on restorative practices when behavior expectations are not met. Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. Green Dot believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the Green Dot standards of conduct and behavior, however, may be subject to age appropriate disciplinary action up to and including expulsion.

For the purposes of this handbook, “Suspension” shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. “DAEP” shall be defined as assignment to an alternative school or program. “Expulsion” shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

PROGRESSION OF DISCIPLINARY PROCEDURES

Teachers are responsible for the day-to-day discipline in their classrooms with the understanding that teachers have many different roles beyond just disciplinarians. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, and discipline referral to the administration.

Policy: The Discipline Matrix

The matrix below outlines the three-tier system for responding to both major and minor infractions.

Violation	Description	Examples	Potential Consequences
Mild	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent.	• Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out	• Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor.
Moderate	Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	• Instigating a fight • Insubordination/defiance • Tagging • Inappropriate use of technology • Verbal altercation • Profanity/foul language not directed at an adult	• Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Texas law.	• Bullying • Drug distribution • Leaving class without permission • Destruction of property • Fighting • Brandishing a weapon • Gang activity • Terrorist threats	• Detention (lunch or after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion
Zero Tolerance	Zero Tolerance infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Texas and Federal law.	• Possession of a firearm or explosive • Possession of an illegal drug or unauthorized prescription drugs • Battery against school personnel	• Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after

school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.

ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student receives lunch detention on Monday, student will serve lunch detention on Tuesday). Students who do not attend lunch detention will receive a school-wide detention, which may disqualify them from the next merit event (Exceptions will be made for students who were absent on the day of detention).

HOW TO EARN MERITS

Teachers should award merits anytime a student displays a "merit worthy" behavior. Merit worthy behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of "Merit Worthy" Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

Policy: Serious Infractions

In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) school year.

1. Unauthorized possession of a firearm, or any other items deemed prohibited according to BISD Code of Conduct
2. Committing aggravated assault of a "teacher, principal, administrator, or any other employee of an LEA or school resources officer"
3. Possession of illegal drugs

Expelled means removed from the student's regular school or removed from school attendance altogether.

DAEP (Disciplinary Alternative Education Program) means the student has been removed from school and placed in an alternative school. Green Dot Public School's Executive Director may modify this expulsion on a case-by-case basis.

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or Disciplinary Alternative Education Program (DAEP) placement.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbitol or legend drugs;
6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; (this includes physical and explicit verbal assault)
9. Willful and persistent violation of the rules of the school or truancy (with prior unsuccessful interventions)
10. Anything not listed above, but meets the criteria of BISD mandatory DAEP placement.

Policy: Suspension

A student may be suspended or expelled/remanded for serious infractions. Misbehaviors in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS

In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

- a) Notify the student of the accusations against him/her;
- b) Allow the student to relate his/her version of the incident; and
- c) Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Policy: Expulsion & DAEP Process

EXPULSION PROCESS

This process applies to expulsions (removal from the regular program for more than ten (10) days). When Green Dot Public Schools finds the most serious disciplinary consequence – expulsion from school – to be required for a student, it should follow the steps below before applying an expulsion.

PREREQUISITES FOR EXPULSION

Prior to remanding a student, the Principal and/or designee must hold an informal conference with the student to:

- a. Notify the student of the accusations against him/her;
- b. Allow the student to relate his/her version of the incident;
- c. Suspend the student for five (5) days pending a decision on an expulsion.

NOTIFICATION OF PARENTS/GUARDIANS

If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision to the Green Dot Executive Director. The notice shall also state that failure to request an appeal in a timely manner constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE EXECUTIVE DIRECTOR

Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the Executive Director. Each appeal shall be heard by a hearing authority with at least one licensed employee of Green Dot or one of its authorized schools. The hearing shall be audio recorded.

The Executive Director or designee shall give notice of the time and shall also notify the parties that:

- The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
- The hearing will be held within ten (10) days of the receipt of the request for appeal.
- The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.

DECISION OF THE DISCIPLINARY HEARING AUTHORITY

Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents or guardians in writing of his/her decision. The decision shall specify:

- The length of the expulsion, if any;
- Assignment to an alternative school, if applicable;
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the decision to the Executive Director or designee.

Policy: Discipline for Students with Disabilities

Schools may discipline students with disabilities using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with a disability for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by, or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero tolerance offense, the student can be placed in an alternative education setting for up to 45 days. If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the school. Green Dot Public Schools has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.

Policy: Corporal Punishment

No employee of Green Dot shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above

There may be times when a Green Dot employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant state law. Each situation will be reviewed by Green Dot Public Schools.

Policy: Safe Relocation of Students

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students, or between a student and a Green Dot employee, to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions. This policy shall be in effect on school property, as well as at official school functions, including, by not limited to, sporting events and approved field trips, taking place away from the local school property.

Campus Aides will be specifically trained and coached in Safe & Civil procedures and on how to support the safety needs of students in grades 6-8. They will receive ongoing coaching and support from their school leaders and will attend three full days of training throughout the school year on All Green Dot Days (AGDD) to ensure they understand what "reasonable force" entails.

In addition, all staff will participate in mandatory trainings and refresher trainings led by Crisis Prevention Institution (CPI) certified trainers from the regional Home Office once per year to ensure they understand how to implement age-appropriate discipline and know what "reasonable force" entails.

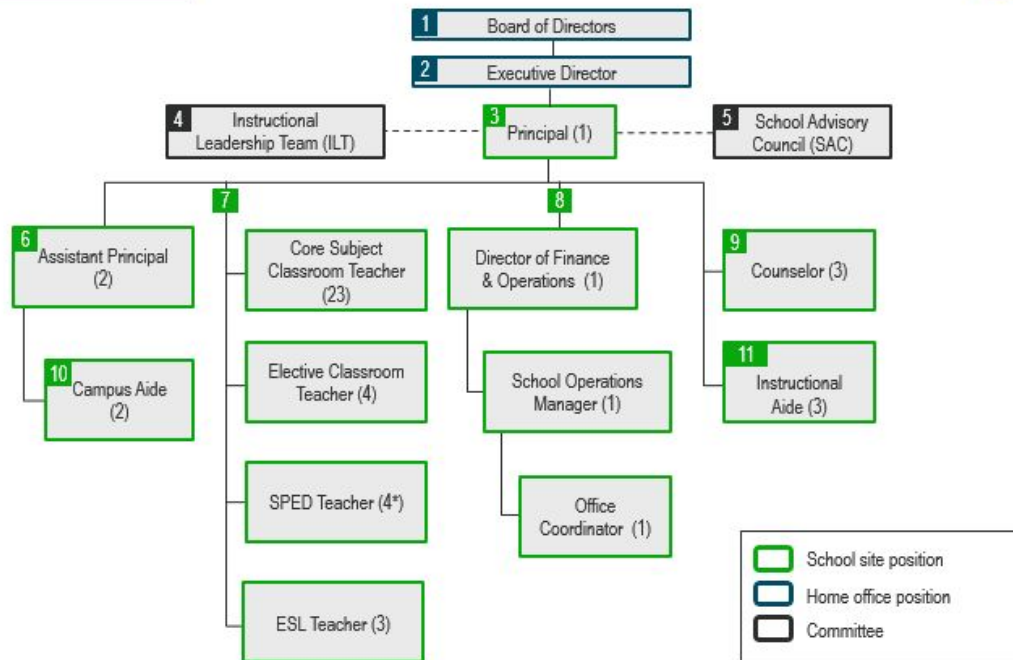
If an employee is unable to resolve the matter when the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a report of the incident with the building principal. If the student's behavior constitutes a violation of the Green Dot Student Conduct Policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

Each building administrator shall fully support the authority of the employees under this policy, and fully implement the policy and procedures of the system.

Attachment 4. Organizational charts

Organizational Chart – King MS



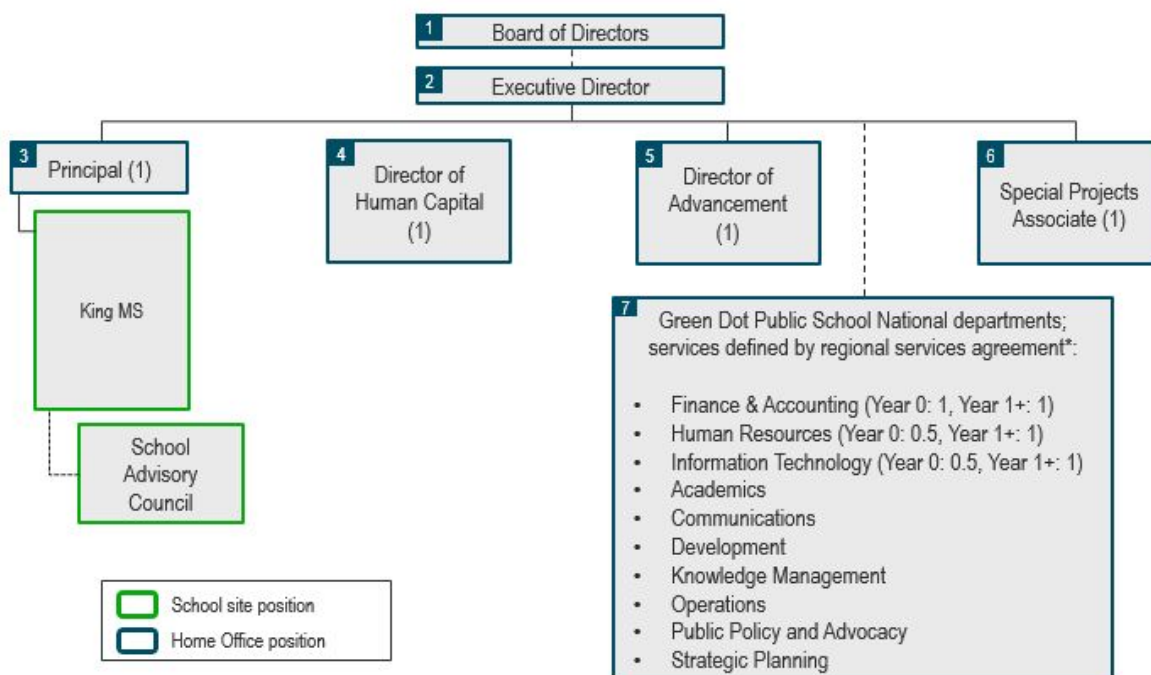
*Includes 3 SPED teachers that work in tandem with core subject teachers, and 1 Functional Skills teacher that has their own classroom

King MS role descriptions

1. **Board of Directors:** responsible for major strategic and policy decisions related to King MS including ensuring financial sustainability.
2. **Executive Director:** directly contributes to governance and management of the school (along with other regional schools, if and when they are added to the portfolio).
3. **Principal:** the primary leader of the school and is accountable for the school's academic performance and operations
4. **Instructional Leadership Team:** committee of lead teachers in each content area including SPED and ESL, which oversees the design and implementation of curriculum
5. **School Advisory Council:** governance committee for stakeholder input, which provides diverse perspectives and expertise representative of all stakeholders to solve school-wide issues and develop policies and recommendations
6. **Assistant Principal:** supports the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular activities and other responsibilities
7. **Teacher:** responsible for classroom instruction, development and safety of our students
8. **School Operations staff:** responsible for managing day-to-day financial and operations of the school, including technology and facilities.
9. **Counselor:** responsible for providing counseling and guidance services to all students. This position also requires conducting individual and small group counseling for students in need.
10. **Campus Aide:** ensures the safety and well-being of all students and staff at each school site
11. **Instructional Aide:** supports SPED students in both Special Education and General Ed classrooms

Note: Please refer to Attachment 7 for the school leader job description

Organizational Chart – Home Office



*Except where noted, no additional FTEs are anticipated at Green Dot Public School National. Please refer to Attachment 9 for budget and Attachment 10 for budget narrative.

Home office role descriptions



- 1. Board of Directors:** Responsible for major strategic and policy decisions related to King MS including ensuring financial sustainability.
- 2. Executive Director:** Directly contributes to governance and management of the Home Office and school (along with other regional schools, if and when they are added to the portfolio).
- 3. Principal:** Primary leader of the school and is accountable for the school's academic performance and operations.
- 4. Director of Human Capital:** Manages sourcing, recruitment, selection, and hiring efforts of all staff, including teacher and administrator candidates.
- 5. Director of Advancement:** Manages development and external advocacy, including communications, advocacy, and community engagement including coordinating student recruitment.
- 6. Special Projects Associate:** Provides project management and operational support, coordinates IT support (with district or contracted group), and liaises with authorizer on operational and financial topics.
- 7. Services provided by Green Dot Public School National:**
Services include accounting; accounts payable; compliance; finance; payroll; human resources; data management, monitoring, evaluation, and reporting; IT network and infrastructure; technology helpdesk; advocacy; communications strategy and collateral; digital community building; press relations; strategic planning; fundraising and grant writing.

Note: Please refer to Attachment 7 for additional details on Home Office roles and responsibilities.

Attachment 5. Board documents

3677457

FILED
Secretary of State
State of California

MAY 22 2014

1 CC

ARTICLES OF INCORPORATION
OF
GREEN DOT PUBLIC SCHOOLS NATIONAL

ARTICLE I
CORPORATE NAME

The name of this corporation is Green Dot Public Schools National.

ARTICLE II
CORPORATE PURPOSE

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of the corporation is to promote the advancement of education and to lessen the burdens of government by managing the development and operation of public charter schools by Green Dot Public Schools California, a California nonprofit public benefit corporation, and such other nonprofit organizations that hereafter (i) operate public charter schools, (ii) are organizations described in Section 170(b)(1)(A) (other than in clauses vii and viii) of the Internal Revenue Code (the "Code"), (iii) are organizations described in Section 501(c)(3) of the Code and (iv) are controlled by or are an integral part of the corporation, including by obtaining and distributing philanthropic support, providing charter school facilities, providing charter school financing, providing operational or other support, designing curriculum, training and developing charter school staff, and assisting the organizations in obtaining philanthropic support, charter school facilities and charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated public and charitable and public purposes, or in any other charitable activities.

C. The corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code").

D. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as otherwise provided in Section 501(h) of the Code), and the corporation shall not participate or intervene (including the publication or distribution of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office.

E. All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. No part of the net income or assets of the corporation shall inure to the benefit of any of its directors, officers or other private persons.

ARTICLE IIISERVICE OF PROCESS

The name and business address in this State of the corporation's initial agent for service of process is:

Marco Petruzzi
1149 South Hill Street, Suite 600
Los Angeles, CA 90015

ARTICLE IVCORPORATE ADDRESSES

The initial street and mailing address of the corporation is:

1149 South Hill Street, Suite 600
Los Angeles, CA 90015

ARTICLE VDISSOLUTION

All the property and assets of this corporation are irrevocably dedicated to charitable and educational purposes described in Section 501(c)(3) of the Code. Upon the dissolution, winding up or abandonment of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities shall be distributed to one or more organizations that are then described in, and have established their tax exempt status under, Section 501(c)(3) of the Code.

Notwithstanding the foregoing, assets, if any, which are not subject to attachment, execution or sale for the corporation's debts and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

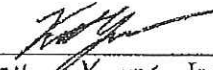
(a) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.

(b) Except as provided in subparagraph (a), assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE VIPOWERS

This corporation shall have all the powers of a natural person, subject only to limitations imposed by these Articles, the Bylaws of this corporation and applicable laws. Notwithstanding any such powers or any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation contributions to which are deductible under Section 170(c)(2) of the Code.

IN WITNESS WHEREOF, for the purpose of forming this nonprofit public benefit corporation under the laws of the State of California, the undersigned has executed these Articles of Incorporation this 14TH day of May 2014.



KEITH YANOV, Incorporator



I hereby certify that the foregoing
transcript of 3 page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

MAY 23 2014

Date: _____ *CWK*

Debra Bowen
DEBRA BOWEN, Secretary of State

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 20 2015**

GREEN DOT PUBLIC SCHOOLS NATIONAL
1149 S HILL ST TE 600
LOS ANGELES, CA 90015-2218

Employer Identification Number:
46-5740783
DLN:
17053020328015
Contact Person:
DENISE L. TAMAYO ID# 95120
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a) (2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
May 22, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

GREEN DOT PUBLIC SCHOOLS NATIONAL

Sincerely,

A handwritten signature in black ink, appearing to read 'J. I. Cooper', with a stylized flourish at the end.

Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

AMENDED AND RESTATED
BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS NATIONAL

ARTICLE I

NAME

The name of this corporation is **GREEN DOT PUBLIC SCHOOLS NATIONAL**.

ARTICLE II

OFFICES AND SEAL

Section 1. OFFICES. The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors (“the Board”) shall from time to time designate. The corporation may also have such other offices within the State of California as the Board of Directors may from time to time establish.

Section 2. CORPORATE SEAL. The corporation may adopt and use a corporate seal.

ARTICLE III

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action that would otherwise require approval of members shall require only approval of the Board.

ARTICLE IV

BOARD OF DIRECTORS

Section 1. POWERS. The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. The Board shall, by resolution at its first meeting or promptly thereafter, develop a mission statement to reflect the Board’s core values, goals, and philosophies, and establish governance procedures and controls over the Board and any other organization established by the Board.

Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS. The authorized number of Directors shall be not less than three (3) and not more than twenty-five (25), until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by resolutions adopted by the Board.

No more than 49 percent of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. The provisions of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3. ELECTION AND TERM.

(a) The Board shall be a self-perpetuating board. Directors shall be elected or re-elected at an annual, regular or special meeting of the Board.

(b) Subject to the provisions of subsection (c), unless the Director dies, resigns or is removed from office by action of the Board, each Director shall hold office for a term expiring on the second 31st of December occurring after the date the Director takes office and, if the Director's office otherwise would become vacant, thereafter until the Director's successor is elected. A Director may be re-elected for an unlimited number of additional terms.

(c) The Board may provide that the initial term of a Director shall expire on the first 31st of December occurring after the date the Director takes office in order to provide for staggered expiration of the terms of Directors.

Section 4. RESIGNATION. A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

Section 5. REMOVAL OF DIRECTORS. A Director may be removed at any time with or without cause by a majority vote of the Directors then in office.

Section 6. VACANCIES. A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law, or if the authorized number of Directors is increased, or if the Directors fail, at any meeting at which any Director or Directors are elected, to elect the number of Directors to be elected at such meeting.

In the event of any vacancy on the Board, the remaining Directors may select a replacement to serve for the unexpired portion of the term of his or her predecessor in office.

Section 7. COMPENSATION. Except for persons employed by the corporation, the Directors shall serve without compensation from the corporation for their services as Directors; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

Section 8. MEETINGS.

(a) Call of Meeting. Meetings of the Board may be called by the Chair, the President, the Secretary or any two (2) Directors.

(b) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by the Board Chair.

(c) Annual Meetings. The annual meeting of the Board shall be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(d) Regular Meetings. Regular meetings of the Board may be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by resolution of the Board, on such date and at such time as the Board may, from time to time, fix.

(e) Special Meetings. Special meetings of the Board may be called by the Chair, the President or any two (2) Directors. Special meetings shall be held on twenty-four (24) hours notice delivered personally or by telephone, including a voice messaging system, or by electronic transmission by the corporation. Notice of the special meeting need not be given to any Director who signs a waiver of notice or a written consent to the holding of the meeting or approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of such notice to such Director. All such waivers and consents need not specify the purpose of the meeting but shall be filed with the corporate records or made a part of the minutes of the meetings.

(f) Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office or one-fifth of the authorized Directors.

(g) Transactions of Board. An act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors; provided, however, that any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for such meeting.

(h) Conduct of Meetings. The Chair, or, in his or her absence, the Vice-Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

(i) Participation in Meeting. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

(j) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place must be given prior to the time of the adjourned meeting to the Directors who were not present at the time of adjournment.

(k) Electronic Transmission by the Corporation. Electronic transmission by the corporation shall be valid only for communication:

(i) delivered by (a) facsimile telecommunication or electronic mail when directed to the facsimile number or electronic mail address, respectively, for that recipient on record with the corporation, (b) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (c) other means of electronic communication,

(ii) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communications, and

(iii) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

Section 9. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting if all Directors individually or collectively consent in writing to that action and if, subject to subdivision (a) of Section 5224 California Corporations Code, the number of directors then in office constitutes a quorum. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as a unanimous vote of the Directors. For purposes of this Section 9 only, "all Directors" does not include an "interested director" as defined in subdivision (a) of Section 5233 of the California Corporations Code or a "common director" as described in subdivision (b) of Section 5234 of the California Corporations Code who abstains in writing from providing consent, where (1) the facts described in paragraph (2) or (3) of subdivision (d) of such Section 5233 are established or the provisions of paragraph (1) or (2) of subdivision (a) of such Section 5234 are satisfied, as appropriate, at or prior to execution of the written consent or consents, (2) the establishment of those facts or satisfaction of those provisions, as applicable, is included in

the written consent or consents executed by the noninterested or noncommon Directors or in other records of the corporation, and (3) the noninterested or noncommon Directors, as applicable, approve the action by a vote that is sufficient without counting the votes of the interested Directors or common Directors.

ARTICLE V

COMMITTEES

Section 1. COMMITTEES GENERALLY. The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; (viii) approve of any self-dealing transaction except as provided by law; or (ix) take any actions that would have required approval of the members if the corporation had members regardless of the fact that it does not have members. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall at all times be subject to the control of the Board.

Section 2. MEETINGS OF COMMITTEES. Unless otherwise provided in these Bylaws, the Board, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

Section 3. STANDING AND SPECIAL COMMITTEES. The standing committees of the Board shall consist of an Audit Committee and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 4. AUDIT COMMITTEE. The Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services

performed by the auditing firm conform with standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm.

Section 5. APPOINTMENT. The members of a committee shall be appointed by a majority vote of the Directors then in office.

Section 6. TERM OF OFFICE. Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

Section 7. VACANCIES. Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article V.

Section 8. REMOVAL OF MEMBERS. The Board may remove, with or without cause, a member or members of any committee.

Section 9. QUORUM AND VOTING. A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

ARTICLE VI

OFFICERS

Section 1. NUMBER AND TITLE OF OFFICERS. The officers of the corporation shall be a Chair, Vice Chair, Secretary, President, Chief Financial Officer (the “Treasurer”), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, if any, or the President.

Section 2. ELECTION AND TERM OF OFFICERS. The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be members of the Board except that the Chair and the Vice-Chair, if any, each must be a Director. Officers shall be elected or re-elected at an annual, regular or special meeting of the Board. Unless the officer dies, resigns or is removed from office by action of the Board, each officer shall hold office for a term of three (3) years from the first 31st of December occurring after the date the officer is elected. An officer may be re-elected for one (1) additional term.

Section 3. SUBORDINATE OFFICERS. The Board may appoint, or authorize officers of the corporation to appoint, such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws, or the appointing officer, or as the Board may from time to time determine.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS. Any officer may be removed at any time, either with or without cause, by the vote of the Board.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

Section 5. VACANCIES IN OFFICES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to that office.

Section 6. CHAIR. The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

Section 7. VICE-CHAIR. The Board may appoint a Vice-Chair. The Vice-Chair, if any, shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair, if any, shall also perform such other duties as are assigned by the Board.

Section 8. PRESIDENT. Subject to the control of the Board, the President shall be the chief executive officer of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

Section 11. APPROVAL OF COMPENSATION. The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE VII

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 1. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VII, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

Section 2. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VII.

ARTICLE VIII

CORPORATE RECORDS AND REPORTS

Section 1. CORPORATE RECORDS. The corporation shall keep adequate and correct books and records of account and minutes of the proceedings of its Board and committees of the

Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

Section 2. INSPECTION. Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

Section 3. ANNUAL REPORT. The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes, during the fiscal year; and
- (e) Any information required by Section 4 of this Article VIII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The report shall be prepared, audited, and made available in the manner required by paragraph (1) of subdivision (e) of Section 12586 of the California Government Code, if applicable.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required above for inclusion in an annual report must be furnished annually to all Directors.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VIII.

ARTICLE IX

GENERAL CORPORATE MATTERS

Section 1. VOTING SHARES. The corporation may vote any and all shares of stock held by it in any other corporation by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or the Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares.

Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

Section 3. CORPORATE CONTRACTS, ETC., HOW EXECUTED. The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

ARTICLE X

AMENDMENTS

Section 1. AMENDMENT. These Bylaws may be altered, amended or repealed, and new Bylaws adopted, by the Board, provided that no amendment of these Bylaws may extend the term of a Director beyond that for which the Director was elected.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools National (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing Amended and Restated Bylaws were duly approved and adopted by a majority vote of the members of the Board then in office at a meeting of the Corporation duly called and held on June 21, 2018.

Date: June 21, 2018



Board Secretary

CONFLICT OF INTEREST POLICY
OF
GREEN DOT PUBLIC SCHOOLS NATIONAL

ARTICLE I
PURPOSE

The purpose of this Conflict of Interest Policy is to protect the interests of Green Dot Public Schools National, a California nonprofit public benefit corporation (the "Corporation"), when the Corporation or any of its officials is making any decision that might benefit the private financial interest of one or more of the Corporation's directors, officers, employees, or other officials and/or relatives of such persons. This policy is intended to supplement but not replace any state and federal laws applicable to the Corporation or its officials.

Each official of the Corporation has the responsibility of performing his or her office in good faith, in a manner that the official reasonably believes to be in the best interests of the Corporation and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances. In his or her dealings with or on behalf of the Corporation, each official of the Corporation must be ever mindful of possible and actual conflicts of interest.

ARTICLE II
DEFINITIONS

For purposes of this Conflict of Interest Policy:

1. Board

"Board" means the board of directors of the Corporation.

2. Covered Persons

"Covered person" means any director or officer of the Corporation, any member of senior management of the Corporation and any other person designated in writing by the Board or the chief executive officer of the Corporation.

3. Compensation

"Compensation" includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

4. Conflict of Interest

An official of the Corporation has a “conflict of interest” when he or she knows or has reason to know that a decision to be made by or on behalf of the Corporation will have a reasonably foreseeable material financial effect, distinguishable from the effect on the public generally, directly on the official, or his or her immediate family, or on any financial interest.

5. Director

“Director” means a member of the board.

6. Financial Effect

“Financial effect” means an effect that provides a benefit of monetary value or provides, prevents, or avoids a detriment of monetary value.

7. Financial Interest

An official has a financial interest if the person, directly or indirectly, through business, investment, or a relative –

- (a) Is negotiating a transaction or arrangement with Corporation;
- (b) Has a present or contemplated ownership or investment interest in any entity with which the Corporation is negotiating a transaction or arrangement;
- (c) Has a present or contemplated compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement;
- (d) Has an interest in, or competes with the Corporation directly or indirectly for the acquisition of an interest in, any real estate, equipment, securities, or other real or personal property in which the Corporation has an interest or is contemplating acquiring an interest, including an interest as owner or lessee; or,
- (e) Serves as a member, officer, trustee, director, employee or consultant of, or participates in the management of, an entity with which the Corporation is negotiating a transaction or arrangement.

8. Indirectly

“Indirectly” means through an agent, estate, trust, partnership, corporation, limited liability company or other person or entity.

9. Official

Each director, officer, and employee of the Corporation and each consultant or member of any advisory body of the Corporation to whom the Corporation has delegated decision-making authority is deemed an “official” of the Corporation when acting in such capacity.

10. Relative

A "relative" of a person includes the spouse of the person and any ancestor, descendant, brother, sister, spouse/domestic partner, mother-in-law, father-in-law, brother-in-law, sister-in-law and spouse/domestic partner of such person.

ARTICLE III PROCEDURES

Subject to any contrary provisions of applicable state and federal laws governing conflicts of interest:

1. Duty to Disclose

(a) Officials Other than Directors. If an official of the Corporation other than a director has knowledge that the official has an actual or possible conflict of interest with respect to a decision to be made by the board, by a committee of the board, or by a different person, the official must disclose the existence of the actual or possible conflict of interest and must be given the opportunity to disclose all material facts to the decision-maker. After disclosure of the actual or possible conflict of interest, if the decision is to be made by the board or a committee of the board, the official may make a presentation at the board or committee meeting, but the official shall leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If an official of the Corporation other than a director has knowledge that the official has an actual or possible conflict of interest with respect to a decision that otherwise would be made by the official, the official must submit a written disclosure of the actual or possible conflict of interest and all material facts to the official's supervisor, who shall immediately reassign the decision to a disinterested decision-maker and shall forward the disclosure notice to the chief executive officer of the Corporation, who shall record the official's disqualification. In the case of an official who reports directly to the board, the official shall submit the written disclosure to the board, and the board shall make the decision involving the actual or possible conflict of interest or assign the decision to a committee of the board or to a disinterested decision-maker. After disclosure of the actual or possible conflict of interest, the official shall recuse himself or herself from deciding the matter. If the decision is to be made by the board or a committee of the board, the official may make a presentation at the board or committee meeting, but the official shall leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

(b) Directors. If a director has knowledge that the director has an actual or possible conflict of interest with respect to a decision to be made by or on behalf of the Corporation, the director must disclose the existence of the actual or possible conflict of interest and must be given the opportunity to disclose all material facts to the board.

- (i) In the case of disclosure of a possible conflict of interest, the board may determine whether the possible conflict of interest gives rise to an actual conflict of interest. After disclosure of the possible conflict of interest, the director shall recuse himself or herself from voting on whether an actual conflict of interest exists. The director may make a presentation regarding the possible conflict of interest, but the director shall leave the room until after the discussion, vote, and any other disposition of the question whether an actual conflict of interest exists is concluded. If the board, by the vote of majority of the directors then in office without counting the vote of the potentially interested director, and with knowledge of the material facts concerning the decision and the director's interest in the decision, determines that no actual conflict of interest exists, then the director shall be deemed not to have a conflict of interest and, if otherwise appropriate, may fully participate in the making of the decision.
- (ii) Unless the board finds that no actual conflict of interest exists pursuant to clause (a) above, after disclosure of the actual or possible conflict of interest, the director shall recuse himself or herself from voting on the matter and the board shall make the decision involving the actual or possible conflict of interest. The director may make a presentation at the board meeting, but the director shall leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

(c) Disclosure by Other Officials. If an official of the Corporation does not self-disclose an actual or possible conflict of interest, it is the responsibility of other officials of the Corporation who become aware of an actual or possible conflict of interest to bring it to the attention of the responsible parties.

2. Procedures for Addressing a Conflict of Interest in a Transaction or Arrangement

After receiving disclosure of an actual or possible conflict of interest with respect to a proposed transaction or arrangement, the decision-maker, after reasonable investigation under the circumstances, shall determine whether the Corporation can obtain with reasonable efforts under the circumstances a more advantageous transaction or arrangement that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement not giving rise to a conflict of interest is not reasonably possible under the circumstances, the decision-maker shall determine (in the case of a conflict of interest concerning a director, by the vote of majority of the directors then in office without counting the vote of the interested director, and with knowledge of the material facts concerning the transaction and the director's interest in the transaction) whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable as to the Corporation. In conformity with this determination, the decision-maker shall make the decision whether the Corporation should enter into the transaction or arrangement.

3. Violations of the Conflicts of Interest Policy

If there is reasonable cause to believe that an official of the Corporation has failed to disclose an actual or possible conflict or interest, the official's supervisor (which, in the case of a director or an official that reports directly to the board, is deemed to be the board) shall inform the official of the basis for such belief and afford the official an opportunity to explain the alleged failure to disclose.

If, after hearing an official's response and after making further investigation as warranted by the circumstances, the supervisor determines that an official has failed to disclose an actual or possible conflict of interest, the supervisor shall take such disciplinary and corrective action, if any, that the supervisor deems appropriate and that is within the supervisor's authority. The supervisor may report the circumstances of the non-disclosure and any action taken to more senior management for record or for further action. Subject to the terms of any employment contract, disciplinary action may include termination of employment.

ARTICLE IV

RECORDS OF PROCEEDINGS

The minutes of the board and of all committees of the board and any memo prepared by any individual to whom is delegated authority to make a decision involving a conflict of interest shall contain:

- (a) The names of the persons who disclosed or otherwise were found to have a conflict of interest in connection with a decision made by the board, committee or individual, the nature of the conflict of interest, and a description of any action taken to avoid the conflict of interest.
- (b) The names of persons who were present for discussions and their votes or abstentions relating to a decision involving a conflict of interest.

ARTICLE V

DECLARATIONS

Each covered person shall, upon commencing his or her position with the Corporation and thereafter annually and as may be requested by the Corporation, complete and execute a Declaration in the form attached as Form A or as that form may be modified by the Corporation from time to time which affirms that such person has received a copy of this Conflict of Interest Policy, has read and understands the Policy and has agreed to comply with the Policy.

Each other official of the Corporation shall, upon commencing his or her position with the Corporation and thereafter as may be requested by the Corporation, complete and execute a Declaration in the form attached as Form B or as that form may be modified by the Corporation from time to time which affirms that such person has received a copy of this Conflict of Interest Policy, has read and understands the Policy and has agreed to comply with the Policy.

Form A

ANNUAL CONFLICT OF INTEREST DECLARATION

FOR

GREEN DOT PUBLIC SCHOOLS NATIONAL

Pursuant to the Conflict of Interest Policy ("Policy") adopted by the Board of Directors of Green Dot Public Schools National ("Corporation"), a copy of which has been furnished to me, I hereby answer the following questions to the best of my knowledge and submit the following information to the Corporation's Board of Directors.

1. Have you or any relative (as defined in the Policy) received compensation from the Corporation for services rendered as a full or part-time employee, independent contractor, or otherwise during the period January 1, _____ through December 31, _____, or do you anticipate that you or any relative will have received such compensation subsequent to December 31, _____?

Yes ☐ No ☐ *If the answer is "yes", please state the compensation received or to be received by you or the relative and his or her relationship to you and describe the services rendered.*

2. Do you have a financial interest (as defined in the Policy) with respect to any transaction or arrangement to which the Corporation became a party during the period January 1, _____ through December 31, _____, or do you anticipate that you will have a financial interest (as defined in the Policy) in any transaction or arrangement to which the Corporation may become a party subsequent to December 31, _____? For this purpose, a "transaction" includes a contract, loan, deposit, lease, rental, transfer of assets, purchase of goods or services, gifts, or other business dealings whether or not money payment is involved.

Yes ☐ No ☐ *If "yes", describe the transaction, who was or will be involved, and your interest in any entity so involved.*

3. Identify your interest in or position with any entity that may compete with the Corporation.

4. List any other activities in which you are engaged that you believe might possibly be regarded as constituting a conflict of interest with the Corporation.

5. Do you have or did you have in the year ended December 31, _____, a family relationship or business relationship with any director, officer, or employee of the Corporation?

Yes ☐ No ☐ If "yes", please describe the relationship.

6. List the for-profit and nonprofit and other entities of which you are an officer, director, principal, trustee, influential employee, or consultant. (Use a separate sheet, if necessary.)

I have read and understand the Corporation's Conflict of Interest Policy and agree to comply with it. I also understand that the Corporation is organized for charitable purposes and that, in order to maintain its Federal and California tax-exempt status, it must engage primarily in activities which qualify it for tax exemption.

I hereby agree to report to the Board of Directors of the Corporation any other possible conflict of interest situation that might develop before completion of my next annual Declaration.

I execute this Declaration at _____, on this _____ day of _____, 20_____.

Signature

Type or Print Name

Position

Please mail to:

Form B

CONFLICT OF INTEREST DECLARATION

FOR

GREEN DOT PUBLIC SCHOOLS NATIONAL

Pursuant to the Conflict of Interest Policy ("Policy") adopted by the Board of Directors of Green Dot Public Schools National ("Corporation"), I affirm that:

1. I have received a copy of the Policy.
2. I have read and I understand the Policy.
3. I agree to comply with the Policy.
4. I understand that the Corporation is charitable and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

I execute this Declaration at _____, on this _____ day of _____, 20_____.

Signature

Type or Print Name

Position

Please mail to:

**Green Dot Public School
CODE OF ETHICS
FOR SCHOOL DIRECTORS, OFFICERS, AND EMPLOYEES**

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board of Directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals.

Therefore, every officer and employee of the school, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information:** An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board:** A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. **Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office of employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 7. Leadership team qualifications or role description

7. Leadership team qualifications or role description

Applicant team biographies

GDPSN Chief Executive Officer - Chad Soleo

Chad Soleo is the Chief Executive Officer of Green Dot Public Schools National (GDPSN). He began his career in education in 2001 as a high school English teacher at Alain Leroy Locke Senior High School with the Los Angeles Unified School District (LAUSD), and became an assistant principal there before leaving LAUSD to found one of Green Dot's most successful high schools, Ánimo Pat Brown, in 2006. Ánimo Pat Brown Charter High School was named one of the best performing high schools nationwide by U.S. News & World Report. He then became an area superintendent and supported many of Green Dot's schools in LA. He subsequently led the establishment of Green Dot's successful, and spun off, school in New York City, led the GDPSN Advancement department, and served as GDPSN's Chief Operations Officer.

GDPSN Chief Growth Officer - Megan Quaile

Megan Quaile, currently the Executive Director of Green Dot Public Schools Tennessee (GDPST) and Chief Growth Officer for GDPSN, has proven her ability to execute to drive student achievement. She has managed GDPST since its founding. Prior to Green Dot's expansion to Tennessee, Megan was the Vice President of Education for Green Dot Public Schools in California (before regional expansion) for four years. Green Dot's network of schools grew and thrived under her leadership. She oversaw the growth of the network from 8,000 to over 10,000 students at a time when it added its first middle school to the portfolio and took on its first transformation schools. Megan served as CEO of Civitas Schools in Chicago from 2003-2007 and during that time she opened two K-8 campuses and developed a K-12 curricular program. Megan was last in a school-based role in 2003 as the Director of Northtown Academy Campus where over 80% of her students went to college and the school ranked 3rd and 5th in the nation in 2005 and 2006. The school also had the highest growth of EPAS scores among any school in Chicago and the highest ACT scores of any non-selective enrollment school in the city.

GDPSN Chief Operating Officer - Ellen Lin

Ellen Lin is the Chief Operating Officer for GDPSN, responsible for delivering high quality and cost efficient Human Resources, Technology, and Data services to all Green Dot regions and schools. Prior to her current role, Ellen served as the Vice President of Operational Excellence at GDPSN where she facilitated best practice and knowledge sharing of operations across Green Dot regions and identified organizational wide opportunities for process improvements and cost savings. Ellen has also served as the Director of Finance and Operations for Green Dot's National Expansion team, researching and developing policies and procedures to govern all operational aspects of Green Dot schools and offices in the new regions, ultimately to ensure compliance with federal, state and local regulations. Additionally, she was responsible for codifying systems, processes and procedures related to the set-up of the new regional offices, including the hiring and training of regional operational staff, and supported the preparation of new turnaround and independent campuses across various operational departments including Human Resources, Human Capital, Security, Facilities and Maintenance, Information Technology, Procurement, Insurance, and Knowledge/Data Management. Ellen received her MBA from the UCLA Anderson School of Business and her BA from Pomona College in Claremont, California.

GDPSN Chief Financial Officer Consultant - Sabrina Ayala

Sabrina Ayala is the Chief Financial Officer Consultant for GDPSN and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings ten years of Wall Street experience to Green Dot. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

GDPSN Chief of Staff - Abigail Pontzer Kamkar

Abby Pontzer Kamkar is Chief of Staff of GDPSN. Prior to Green Dot, she was the Director of Strategy and Communications for Pacific Charter School Development (PCSD), a non-profit real estate organization specializing in charter school facilities solutions. Before PCSD, she was a Project Manager in the Los Angeles Unified School District. At LAUSD, Abby led a \$30M technology pilot with 21 high schools, giving 17,000 students access to a personal laptop. She has also worked as a Teach for America high school teacher, a financial analyst, and a market researcher. Abby received her MBA from the University of North Carolina Kenan-Flagler Business School, a Masters in Educational Leadership through the Broad Residency, and a BA from the University of Minnesota.

GDPSN Director of Academics - Chrystie Edwards

Chrystie Edwards is Director of Academics of GDPSN. She joined Green Dot in 2008 as a science teacher at Animo Watts High School. As a MESA (Mathematics, Engineering, Science, Achievement) teacher she led students to the finals of a Southern California Regional STEM competition sponsored by USC. During her time at Animo Watts, Chrystie served in several school site leadership positions, including Science Department Chair, Safe & Civil Lead Teacher and Grade Level Lead. In 2011, she became an Assistant Principal at Animo Watts. Her passion for nerding out about the teaching practice led her to a role at the Green Dot Home Office as a Teacher Effectiveness Supports Specialist. In 2015 she moved to Memphis with Green Dot as the Director of Academics where she has worked to: refine the instructional coaching model; transform teacher collaboration and professional development; and facilitate the implementation of a rigorous curriculum.

GDPSN Director of Data Science and Analytics - Michael Garner

Michael Garner is the Director of Data Science & Analytics of GDPSN. Prior to joining Green Dot in 2008, Michael taught math and science at Alliance for College Ready Public Schools in South Los Angeles as a founding teacher. He started at Green Dot as the sole data analyst and, since then, has grown to lead the department with its robust team of seven analysts and managers, helping Green Dot stand out as a leading data-driven organization within the education sector. He received his Bachelor's degree from the University of California, Los Angeles.

GDPSN General Counsel - J. Omar Mahmud

J. Omar Mahmud is the General Counsel for GDPSN, responsible for providing legal counsel and managing the legal affairs of the organization. Prior to joining GDPSN in March 2020, Omar served as Deputy General Counsel for District of Columbia Public Schools. Prior to that, he worked in private practice for law firms in Washington, DC and the San Francisco Bay Area, as well as in investment banking in San Francisco. While living in Washington, DC, Omar also served his local community by serving two terms as an elected Advisory Neighborhood Commissioner. Omar received his Bachelor of Science degree in Business Administration from the University of California, Riverside and his Juris Doctor degree from the University of California, Berkeley School of Law. He is a member of the bar in California and Washington, DC.

GDPSN Associate Director of Strategic Planning - Marina Grintsvayg

Marina Grintsvayg is the Associate Director of Strategic Planning of GDPSN and is responsible for leading the execution of high impact, cross-functional priorities aligned to Green Dot entities' strategic plans. Before joining Green Dot in 2016, she was a consultant in the natural resource sector, helping to maximize community benefits resulting from large-scale development projects. While there, she coordinated the design and delivery of 4 university-accredited courses for community relations practitioners in Africa – the first of its kind on the continent – which served over 100 students from more than 20 countries. Prior to that, she led the international exchange program for AIESEC South Africa, a national division of the world's largest youth-run nonprofit. Marina's Bachelor's degree is from CUNY Baruch College, where she graduated with honors.

Educational Leadership



1149 South Hill Street, Suite 600
Los Angeles, CA 90015



(310) 995-5625



chad.soleo@greendot.org



Experience

Oct 2018 - present

President and CEO

Green Dot Public Schools National

- Build and lead a goals-driven Green Dot Public Schools National leadership team focused on sustainability and continuous improvement relative to every aspect of our service model supporting 14,000 students in 30 schools across three regions: CA, TN, and WA
- Communicate coherent vision for organizational future
- Motivate and lead the Green Dot Public Schools National organization to design, deliver, and assess our programmatic initiatives in collaboration with the regional organizations
- Foster productive collaboration both within Green Dot Public Schools network and with external partners, foundations and agencies
- Advocate for policy solutions that will benefit students from low-income communities
- Lead the strategic process to identify the next phase of growth and impact for the Green Dot National organization and the students it serves
- Ensure alignment and support by National Board, as well as other Green Dot Public Schools boards and regional leaders, with the mission and direction of the overall organization

Jul 2013 - Oct 2018

Vice President of Advancement, Chief Operating Officer

Green Dot Public Schools

- Established goals, co-developed strategy, and monitored progress for meeting benchmarks in each of the advancement departments: development, communications, public affairs, and community engagement
- Co-led the launch of United Parents and Students, a 501(c)3 dedicated to organizing and empowering parents to address factors outside school boundaries that not only create barriers to learning for children in our public school system but inhibit local quality of life in the greater communities served by our schools
- Partnered with and coached Area Superintendent to design and implement school leadership residency program that qualified as a tier I and II school administrator credentialing program with the California Commission on Teacher Credentialing

Jul 2009 - Jul 2013

Area Superintendent

Green Dot Public Schools California

- Coached principals routinely in the establishment and ongoing operation of public charter middle and high schools - in both independent start-up and comprehensive school turnaround environments, serving students in East and South Los Angeles - including hiring faculty, developing curriculum, designing professional development, and using data to inform instructional and operational improvement
- Evaluated school principals routinely in the areas of instructional leadership, people management, resource management, problem-solving and community leadership
- Created and delivered professional development for school leaders
- Developed and supervised the school leadership residency program
- Negotiated on behalf of charter management organization in collective bargaining process with Asociación de Maestros Unidos, a CTA affiliated teachers' union

Jan 2007 - Aug 2012

Principal Coach

Green Dot New York Charter High School

- Coached principal routinely in the opening and first years of operation of a new high school serving students in South Bronx, including hiring faculty, developing curriculum, designing professional development, and implementing and supervising summer transitional bridge program

Jan 2007 - Jun 2011

Lecturer, Visiting Professor, University Supervisor

Loyola Marymount University

- Mentored candidates over the course of their studies within the program, specifically serving as liaison between the candidate's school site supervisor and the LMU program, and offering guidance related to clinical practice fieldwork projects
- Taught within the Institute of School Leadership and Administration Charter School Leaders Fellowship Program, comprised of masters degree candidates, and students pursuing a tier 1 school administration certificate:
 - Vision of Learning for Diverse Students, Families, Staff, & Community
 - Student Learning & Professional Growth for Diverse Students, Families, Staff & Community

Jul 2006 - Jul 2009

Principal

Ánimo Pat Brown Charter High School (GDPS)

- Led stake-holders in the opening of a new high school, serving students in Jefferson High School (LAUSD) attendance

Aug 2005 - Jun 2006

Aug 2004 - Aug 2005

Aug 2002 - Aug 2005

Sep 2001 - Jun 2005

Jun 2001 - Aug 2006

Aug 2001 - May 2003

Aug 1998 - May 2001

- area, including hiring faculty and staff, implementing curriculum, establishing operational protocols, managing local budget, and establishing a permanent location over three years
- In a study published in February 2008, conducted by Just for the Kids- California (JFTK-CA), an affiliate of the National Center for Educational Accountability, Ánimo Pat Brown (ÁPB) ranked 1st in California among schools with more than 50% Latino and FRL student enrollment
- In 2008, ÁPB was awarded a Charter School Excellence Award by the Siart Foundation
- In 2009, ÁPB was designated a California Distinguished School, and recognized as an EPIC Silver Gains School
- Today, ÁPB is a California Gold Ribbon School achieving student growth in both math and English language arts beyond the 99th percentile relative to their peers across the California CORE Districts

● **Assistant Principal and Interim AP, Student Counseling Services**

Alain Leroy Locke Senior High School (LAUSD)

- Facilitated school-wide conversion from traditional comprehensive high school model to high school complex housing seven semi-autonomous small learning communities
- Built a master schedule that accommodates the unique visions and stages of implementation for seven small learning communities following two different bell schedules , allowing access to common programs and shared services
- Constructed and adjusted the school master schedule to meet the needs of all students , including those requiring special education, English language development, honors and advanced placement, reading and/or mathematics intervention programs or classes
- Coordinated all personal, social, academic, college and career counseling services
- Coordinated school-wide crisis counseling
- Advised and evaluated the English language arts department in curricular development, instruction and assessment
- Regularly supervised, coached and evaluated teachers at the 9th-12th grade levels in various content areas

● **Small Schools Coordinator**

Alain Leroy Locke Senior High School (LAUSD)

- Proposed and implemented a new and distinct small learning community, The School of Social Empowerment, serving over 400 students and staffed by sixteen teachers and a school counselor
- Canvassed the South Los Angeles community, recruiting students and families to participate in the new small school development
- Recruited community organizations to sponsor grants and establish service partnerships with students and faculty
- Facilitated regular shared-decision making discussions and focus groups around prioritized areas of targeted improvement including student attendance, discipline, intervention curricula, parent involvement, college counseling and mentoring

● **AVID Coordinator**

Alain Leroy Locke Senior High School (LAUSD)

- Implemented the national college preparatory program, AVID, as a successful small learning community within a larger school environment of low achievement
- Administered multiple facets of a successful AVID implementation, including the development of a parental advisory board, a new life skills curriculum infused with AVID methodologies, an articulation arrangement with the middle schools in our feeder-pattern, a college mentor and tutoring program, and a series of parent awareness and education workshops
- Coordinated the efforts of a team of teachers to deliver a college preparatory curriculum designed around the tenets of reading, writing, inquiry and collaboration
- Counseled students to build college pathway programs, meeting the UC and CSU a-g requirements by graduation
- Planned and presented professional development for faculty on standards-based planning, incorporating literacy strategies in content area lessons, and utilizing AVID methodologies and strategies in content area classrooms
- Chaired the School Site Council, charged with the development of the School Single Plan and coordination of the Shared-Decision Making, Title I, School Improvement, and Bilingual advisory councils

● **English Language Arts Teacher**

Alain Leroy Locke Senior High School (LAUSD)

- Developed and delivered English, AVID (Advancement Via Individual Determination), and Journalism curriculum utilizing current educational theory and strategies to provide differentiated instruction for learners with various needs

● **Corps Member and Secondary ELA Professional Learning Community Facilitator**

Teach for America

- Served in national corps of outstanding college graduates who commit to two years teaching in an under-resourced public school, challenged to realize dramatic gains in student achievement and become life-long advocates for equity in educational opportunity
- Mentored and coached first and second-year secondary English language arts teachers from various schools in Los Angeles Unified, Compton Unified and Lynwood Unified School Districts



Education

● **Loyola Marymount University**

M.A., Secondary Education
English Language Arts California Teaching Credential

● **University of Arizona**

B.A., English Literature

MEGAN ANN QUAILE, Ed.D.

112 Harbor Village Drive • Memphis, TN 38013
Phone 213.220.1429 • Email meganquaile@yahoo.com

EDUCATION

Ed.D., Educational Leadership, 2013
University of Southern California Los Angeles, CA
M.Ed., Teaching and Learning, 2000
DePaul University Chicago, IL
B.A., English, 1993
University of Notre Dame Notre Dame, IN

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS 2007-PRESENT
Chief Growth Officer & Interim Tennessee Executive Director 2014- present

- Responsible for oversight of Tennessee and Washington Regions
- Responsible for day to day operations of the Tennessee region, including supervising the regional office and campus principals
- Supervise national team members and regional executive directors

Vice President of National Expansion 2013-2014

- Responsible for leading Green Dot's efforts to expand to new regions
- Work with strategic planning team to research, investigate and apply to new regions
- Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model
- Supervise national team members (finance, operations, and education team) and regional executive directors

Vice President of Education 2009-2013

- Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Led contract negotiations with teacher and classified unions.

Cluster Director (Area Superintendent) 2007-2009

- Supervise and evaluate principals on six Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

CIVITAS SCHOOLS 2003-2007
Chief Executive Officer 2004-2007

- Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget.
- Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.
- Recruited and developed a 6 member Board of Directors.
- Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation
- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state standards by 31% in two years.
- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5th Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-Kindergarten through 8th grade) campuses

Director (Principal), Northtown Academy Campus 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3rd and 5th in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL

1996-2003

Principal

2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

Assistant Principal

1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar

Teacher, English Department

1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

Varsity Soccer Coach

1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL

1999-2003

President

2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above

Vice-President

1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL

1995

Assistant to the Director of Marketing

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL

1993-1994

Disaster Assistance Employee

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

- Trinity High School North Central Association (NCA) External Committee Member 2001-2003
- Archdiocesan Leadership Council Member 2002-2003
- DePaul University Professional Education Council Member (NCATE) 2003-2006
- Josephinum High School NCA External Committee member 2007

Ellen Lin

1200 S. Broadway, APT 739 • Los Angeles, California 90015
213-200-0458 | ellen.lin@greendot.org

EDUCATION

UCLA ANDERSON SCHOOL OF MANAGEMENT

Los Angeles, CA

M.B.A., Non-profit Management & Entrepreneurship

June 2007

- *Leadership*: Net Impact Club President, Ultimate Frisbee Club President, Riordan Scholar Mentor
- *Membership*: Women's Business Connection, Strategic Operations Management Association
- *Research*: Conducted a 20 week applied research project with the goal of setting a sustainable foundation for a newly formed artisan cooperative in rural Nicaragua, including extensive primary research in Nicaragua and the US

POMONA COLLEGE

Claremont, CA

B.A., Politics

May 2001

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS NATIONAL

Los Angeles, CA

Chief Operating Officer

Summer 2019 – Current

- Coach and manage Human Resources, Information Technology, Operations, Data Science and Information Systems department leads to set short-term and long-term priorities that result in providing excellent customer service to Green Dot regions and schools, increasing efficiencies and lowering the cost of services per student ratio year-over-year
- Establish an A-Player culture that hires and retains high performing employees who meet or exceed 85% or more individual and departmental outcomes annually
- Optimize and standardize Green Dot National's organizational structure and support services to be replicated in new regions through establishing clear outcomes and accountabilities for all roles

Vice President of Operational Excellence

Fall 2017 – Summer 2019

- Supervised a Human Resources department of 8 team members responsible for administering human resources functions, health and welfare benefits, and policies to 1,300 employees across three states. Improved customer satisfaction levels by decreasing response time and establishing an employee wellness program
- Optimized a newly adopted HRIS and payroll system, Workday, to align with business needs, including efficiencies in existing business process transactions, automation of previously manual functions, added integrations, and improved user experience, resulting in faster processing and more accurate data

National Expansion – Director of Finance and Operations

Fall 2013 – Fall 2017

- Evaluated non-academic functions in new states and with new authorizers; facilitated roles and responsibilities amongst internal Green Dot national and regional home office departments including operations, finance, accounting, human resources, human capital, technology, facilities, security, knowledge management, marketing, and development departments
- Diagnosed Green Dot's national organizational structure and support services; initiated separation of roles and responsibilities between Green Dot California and National services, and decentralized national services to regions resulting in greater employee and customer satisfaction
- Developed long-term budget models for charter applications, funders, and overall Green Dot sustainability; achieved an \$11M commitment in Tennessee and \$16.4M commitment in Washington State from funders, and approval of 3 charter applications outside of the California region
- Hired, trained, and provided ongoing support to Green Dot Home Office staff outside of California in best practices and culture
- Completed the full facilities transformation of turnaround schools in Tennessee in less than 8 weeks; delivered four schools on or ahead of budget with a combined total of over 410,000 square feet over two summers
- Maintained all responsibilities of the Director of Business Affairs role through Summer 2014

GREEN DOT PUBLIC SCHOOLS

Los Angeles, CA

Director of Business Affairs

Fall 2012 – Fall 2013

- Supervised 3 direct reports in facilities maintenance, procurement and school services (National School Lunch Program food services, transportation, copier services, and TDAP compliance) across all of Green Dot while directly supporting 6 Green Dot schools in operations and finance
- Restructured operations maintenance team and implemented best practices to increase communication and customer service levels increasing stakeholder satisfaction scores by over 25% in less than a year
- Oversaw the issuance of 3 Requests for Proposals for lunch vendors, security firms, and gym floors and obtained best prices and quality of service putting more money into school budgets for classroom materials and supplies
- Ensured 100% annual free and reduced lunch application collection and rising 7th grade TDAP compliance across all schools

Cluster Business Senior Manager

Spring 2010 – Fall 2012

- Coordinated the business operations of a portfolio of 6 Green Dot middle schools and high schools, including facilities, finance, technology, security/plant, and human resources
- Led the Cluster Business team comprised of 2 business managers and 1 analyst in providing superior customer service to all schools; consistently obtained the highest stakeholder satisfaction scores in the operations department
- Coached school site leadership to manage \$4-5 million budgets comprised of public and private funding; 100% of 2011-2012 schools met or exceeded budget targets
- Identified and implemented organization-wide areas for process improvement, including student attendance, principal budget variance reports, and annual school budgeting tools

Senior Manager, New School Development

Fall 2007 – Spring 2010

- Project-managed the Locke Transformation Project, a chronically failing 2,600 student comprehensive high school, into 6 successful small, autonomous academies
- Set a precedent by developing methodology for calculating conversion charter funding in California; negotiated an agreement with LAUSD to certify a per student funding rate of \$500 above a typical charter school funding rate
- Directly managed a 4-person team to assist in the outreach and education of the Locke High School student recruitment campaign which ranged from grassroots marketing to the development of a \$50K cable television advertising campaign; yielded 12.5% greater enrollment post-charter conversion
- Established the Locke Planning Advisory Committee comprised of community members, parents, and students; gained stakeholder buy-in and led committee to create a mission statement and vision for the *new* Locke High School
- Managed Locke Cluster staff to successfully support the Locke Family of Schools, including textbook clerk, enrollment center, office manager and Athletics Director

EDUCATION PIONEERS/SUMMER SEARCH

San Francisco, CA

Summer Fellow/Consultant

Summer 2006

- Redesigned Summer Search's organizational structure and redefined roles and responsibilities of staff by shifting training implementation from the National office to local offices in preparation for further growth and expansion
- Developed framework for performance benchmarking and created staff training and evaluation tools to ensure quality of staff performance in mentoring low-income students; decreased time to competency of mentors by twofold

KAPLAN INC., SCORE! EDUCATIONAL CENTERS

Redondo Beach, CA

Center Director/Advantage Program Director/Assistant Director

2001 – 2005

- Operated an education and tutoring center with 350 clients and 15 staff, with \$550K of revenues on a \$250K operating contribution; exceeded region and company sales by an average of 15% over 30 months
- Chaired the region wide professional development program. Coordinated 21 mentor-director relationships and mentored five directors in the Los Angeles area
- Trained new hires at 14 centers throughout Los Angeles in service, operations, sales and marketing; developed and implemented skill seminars for regional staff of 20 at monthly training meetings
- Collaborated with regional manager to define growth and retention strategies for Los Angeles centers; led weekly LA Center Director meetings to communicate goals and empower directors

ADDITIONAL

- *Leadership:* Southern California Leadership LA Fellow (2012), Project Echo Board Member (2008-2010)
- *Interests:* Crossfit, ultimate Frisbee, violin and cello, cooking

SABRINA M. AYALA

sabrinaayala@deltafinancial.org, 310-402-3576

SUMMARY

Investment Management Professional with 25 years of experience in corporate finance, investment banking, consulting, trading, non-profit finance and real estate finance.

Industry Leader – First to market with New Markets Tax Credit by a California Charter Management Organization, First to do a full-school takeover in Los Angeles, First Charters in Washington State, First to market in Tennessee.

Financial Leadership– financial responsibility for growing an organization from 5 schools and 3,000 students to a national organization with six corporations, 31 schools and nearly 15,000 students including a real estate holding firm and a parent advocacy organization.

Non-profit Real Estate Financing Expertise– Issued approximately \$100MM in tax exempt and non-tax exempt bond financings to ensure stability and permanent sites for 10 schools in California.

PROFESSIONAL EXPERIENCE

DELTA FINANCIAL ASSOCIATES, Los Angeles, CA

2018 - Present

President

Created an organization to help non-profits in the education sector solve complex problems, enter new markets, achieve sustainability and use various financial instruments to fund real estate facility projects. Within twelve months of starting the organization have helped:

- A California charter management organization issue a nearly \$60MM tax exempt bond issuance to fund six school projects
- An early stage, Tennessee charter school borrow \$6MM to build a high school in a non-charter friendly environment
- A Washington charter determine an optimal path to sustainability
- A California, new concept, school determine early stage funding needs
- An early stage, California, non-classroom based school determine sustainability and grant management
- Help a California, CMO implement \$1MM ERP and EPM system which will be the first CMO in the country to have one continuous system from HRIS through Financials.

GREEN DOT PUBLIC SCHOOLS, Los Angeles, CA

2006 - 2018

Chief Financial Officer

Responsible for over \$200 million in revenue for Los Angeles' fastest growing charter management organization

- Recently managed our National Expansion into Washington and Tennessee by creating two new companies and breaking one company into two, one of which will be a national service provider to the other companies
- Named by the Los Angeles Business Journal, CFO of the Year, Finalist, 2014 and 2016
- Determining and managing finance and accounting process improvements essential to achieving scalable growth in organization with CAGR of 55%
- Responsible for obtaining facility financing totaling nearly \$100 Million, yielding \$40 Million in debt forgiveness and weighted average cost of capital of 5.8%
- Bringing to market the first New Market Tax credit deals by a California Charter Management Organization
- Managed Accounting, Accounts Payable, Compliance, Finance, Payroll and Treasury during the largest decline in education funding in recent history. Decreased error rates by over 20%, while increasing cash flow by 20 times

LOW INCOME INVESTMENT FUND, Los Angeles, CA

2005 - 2006

Senior Program Officer, Education

Structured and managed flexible financing products for charter schools in low-income communities throughout California in the \$1 - \$6 million range.

- Developed, presented, and implemented business plan for the Education sector, demonstrating \$2 billion in market potential, aligned company resources to accomplish goals and developed pipeline of deals.
- Managed \$15 million cash flow program representing 60% growth over prior year.
- Within 3 months of employment in new industry presented at various national and statewide conferences.

MERRILL LYNCH & CO., New York, NY

2002 - 2004

Sales and Trading Associate

Demonstrated excellent judgment and impeccable communication skills when recommending immediate trade actions on the NYSE based on current market conditions. Utmost integrity used when executing trades for the arbitrage desk, consumer products, oils, and REITs stocks typically in excess of \$30 million.

- Created tool improving information flow between Equity Sales, Research Sales, and Trading for zero cost.
- Constantly exceeded performance metrics. Only hire to Equity Trading from Summer Associate Class of 100.
- Stocks traded: Bank of America, Anthem, General Mills, Best Buy, Anadarko, Baker Hughes, Valero, Vornado

STERN STEWART & CO., New York, NY

1995 - 2000

Associate (1998-2000), Senior Analyst (1997-1998), Analyst (1995-1997)

Helped start-ups to Fortune 500 companies tackle challenging business problems and drive strategic goals by re-working GAAP to uncover true economic worth using patented process, Economic Value Added®.

- Analyzed business units, identified most valuable divisions and opportunities, devised and negotiated incentive plans to maximize shareholder value.
- Proactively developed training program for new employees, created and sold educational materials for \$500,000, uncovered and negotiated deals with partner firms during 300% growth at Stern Stewart & Co.
- Major clients include: Burger King, Pillsbury, Olin, ADC Telecommunications, MT&T Telecommunications

KIDDER, PEABODY & CO., INC., New York, NY

1994-1995

Analyst

- Analyzed, supported, and structured all stages of a lead managed IPO and high yield debt offering.
- Performed valuation analysis, conducted due diligence, wrote and presented investment committee memoranda.

EDUCATION

KELLOGG SCHOOL OF MANAGEMENT, NORTHWESTERN UNIVERSITY, Evanston, IL

2002

MBA, Majors in Finance and Economics, June 2002

- Eli Lilly Scholar
- Member, Sales and Trading, Finance, and Business with a Heart Clubs

NORTHERN ILLINOIS UNIVERSITY, DeKalb, IL

1994

BS with Honors, Magna Cum Laude, Majored in Finance, Minored in Accounting, Graduate Studies Sports Management

- President, Finance Student Advisory Board; Scholarship, Corresponding Secretary, Delta Gamma Sorority
- Outstanding NIU Woman Graduate, NIU Tuition Waiver, Dean's List, Delta Gamma National Scholarship, Golden Key, Beta Gamma Sigma

LANGUAGES AND INTERESTS

- Fluent in Spanish, knowledgeable in French
- Triathlons, Marathons, Ultra-Marathon, Skiing, Hiking, Traveling

ABBY PONTZER KAMKAR
1149 South Hill Street, Suite 600 Los Angeles, CA 90015
213.200.5581 abby.pontzer@greendot.org

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS NATIONAL, Los Angeles, CA

Chief of Staff. June 2020 to present.

- Facilitate strategic planning in collaboration with organizational executive leadership.
- Lead organizational project management.
- Lead and support the "Office of the CEO."
- Prepare and facilitate key operating mechanisms in collaboration with the National CEO.
- Engage Critical External Stakeholders.

PACIFIC CHARTER SCHOOL DEVELOPMENT, Los Angeles, CA

Director of Strategy and Communications. November 2015 to May 2020.

Supported the PCSD mission of providing affordable facilities for high-performing schools serving low-income students, through growth strategy, partnerships, development, and communications.

- Developed and implemented an internal greenlighting process for the deployment of PCSD philanthropic funding. Created and tracked metrics for the most strategic and effective use of funds, and reported regularly, in coordination with the CFO, on portfolio performance.
- Developed strategy, fundraising, and implementation plan for entering new markets, including coordinating market research amongst several external partners and collaborating to understand market context.
- Led five year strategic planning process during period of immense political uncertainty for charter schools. Built consensus around goals and metrics for the upcoming five years as well as thresholds for reevaluating staffing levels.
- Planned and created materials for quarterly board meetings, with a focus on using the board's expertise for broader organizational strategic issues rather than tactical matters. Coordinated across regions and departments to get timely project and funding approval.
- Produced organizational newsletter, videos, and other marketing materials for use with potential and current clients, funders, lenders, and community members.
- Managed grant applications and reporting for over \$70M of philanthropic loan and grant funds. Fundraise \$50,000-125,000 yearly in operating support from local foundations. Reported accurately and on-time for grants and loans, and manage current and potential funder relationships.

LOS ANGELES UNIFIED SCHOOL DISTRICT, Instructional Technology Initiative

Administrative Project Coordinator. November 2014-November 2015.

Program and Policy Development Specialist. July 2013-November 2014.

Lead 1:1 laptop pilot for the Instructional Technology Initiative, working directly with leadership from 21 high schools to equip and train roughly 900 teachers and 17,000 students with

Windows laptops and Chromebooks to transform the classroom. Budget: \$30M

- Developed outreach and communication plan with LAUSD School Board members to choose schools to participate, based on infrastructure, selection criteria, and known best practices.
- Facilitated procurement process with contracts team by gathering and incorporating user and stakeholder feedback, developing guiding principles and processes for school device choice, and navigating bureaucracy to ensure positive outcomes for schools.
- Managed three vendors and their respective subcontractors for hardware, curriculum software, peripherals, and integration services, and tracking pilot issues and risks.
- Engaged stakeholders directly, managing communications and expectations with regards to the phase through all levels of the organization from principals, teachers and students, to the Superintendent and his senior staff.
- Coordinated across departments to troubleshoot and improve hardware and software performance.

CBS CORPORATION, Interactive Division, San Francisco, CA

Research Manager. Provided market and consumer insights to CBSi properties, including CNET, Last.fm, and Chow. 2011-2013

INTEL CORPORATION, Santa Clara, CA

Senior Strategic Analyst, Corporate Marketing Group, Finance. Strategic projects to influence and optimize \$800M partner marketing budget. 2008-2011.

Finance Intern, Integrated Marketing. Created sustainable metrics for measuring and impacting marketing efficiency. 2007.

TEACH FOR AMERICA, PHILLIP O. BERRY ACADEMY, Charlotte, NC

English Teacher. Member of national corps of outstanding recent college graduates who commit two years to teach in public schools in low-income communities. 2004-2006

AVID Site Coordinator. Supervised national college prep program. 2005-2006

EDUCATION

THE BROAD CENTER FOR THE MANAGEMENT OF SCHOOL SYSTEMS

Masters in Educational Leadership, 2015. Broad Resident.

THE UNIVERSITY OF NORTH CAROLINA: KENAN-FLAGLER BUSINESS SCHOOL

- Master of Business Administration, 2008. Kenan-Flagler Business School Fellow.
- Director, KFBS Habitat for Humanity.

THE UNIVERSITY OF MINNESOTA

- Political Science and Public Relations, B.A, 2004. Magna Cum Laude.

CHRYSTIE EDWARDS + 1 310 871 1216 734 Gable Lane • Collierville, TN • 38017 mrs.c.edwards@gmail.com**Summary**

Teacher Nerd. Urban educator. Professional Development enthusiast. Together Leader. Project Manager. Data Driven. Innovative. Team Leader. Spanish Speaker. Relentless believer in *ALL* students' potential. Life-long Learner.

**Work Experience**

GREEN DOT PUBLIC SCHOOLS

2008-PRESENT

National Director of Academics

2019- present

- Responsible for codification of National Academic Model and development of the main elements of the Green Dot Academic Handbook: Curricular Programs, School Culture, Instructional Coaching and Professional Development (PD)
- Collaborate with Chief Growth Officer to create monitoring systems that ensure schools are successfully implementing the Green Dot Model across regions
- Create Strategic Planning tools for Principals across regions to develop, track, and monitor academic and school culture goals
- Interpret regional and state-specific requirements to adapt academic programs in new regions.
- Facilitate Green Dot National Education Committee through rapid improvement cycle, to surface relevant academic topics forward in discussion to the GDPSN board and in collaboration with regional boards
- Serve as liaison between the Green Dot Home Office, Green Dot regions and other high-quality peer organizations to ensure collaboration and implementation of best practices in academics

Interim Principal, Fairley High School, TN

Feb 2019 – Jun 2019

- Served concurrent roles of Interim Principal and TN Director of Academics in response to mid-year vacancy
- Developed and implemented a comprehensive plan to sustain operations until the end of the school year for: professional development, student supervision, staff evaluation, testing administration, staff hiring, and preliminary planning for SY20
- Evaluated the performance of teachers and coached them on individual development
- Coached Assistant Principals in: professional development, student discipline, and facilitation of teacher leadership teams

Director of Academics, TN Region

2015 – 2019

- Hired, coached, & evaluated team of 7 Curriculum Specialists (English, ESL, Math, Science, Social Studies, Literacy, Intervention)
- Trained and led certification for principals, assistant principals, and curriculum specialists in Teacher Evaluation and Coaching
- Worked with Executive Director and Area Superintendent to facilitate professional development for administrators
- Oversaw first network-wide curriculum pilots (ELA and Math) in anticipation of curriculum adoption
- Created curriculum implementation and internalization protocols for teachers, coaches, and administrators
- Developed strategic academic initiatives and monitoring tools aligned to accountability metrics
- Networked with peers (internal & external) and outside organizations (Instruction Partners, The Together Group, etc.) to ensure innovation and implementation of best practices
- Directly managed Professional Development for TN region: Summer PD, All Green Dot Day, Bi-weekly Teacher Collaboration
 - Created project management tools for GDPST Leadership Team to track, plan, and support Summer PD sessions
 - Collaborated with Executive Director and Area Superintendent to facilitate admin trainings and onboarding
 - Guided Curriculum Specialists to create PD sessions reflecting strong instructional design and adult learning theory
 - Facilitated network-wide PD to all staff (team building, strategic initiatives, and instructional practices)
 - Led codification of teacher leadership pipeline through refinement of roles, leader training, and evaluation

Assistant Principal, Ánimo Watts College Preparatory Academy, CA

2011-2013, 2014-2015

- Managed day-to-day administrative responsibilities, including certificated and classified evaluations, school-wide discipline, student leadership, athletics, SART/attendance processes, testing, school operations, enrollment, and design/implementation of professional development
- Led Safe & Civil (PBIS school culture) Team to implement improvement cycle resulting in a reduction of suspensions and moderate level behavior incidents across all grades and student subgroups
- Created tools for monitoring and tracking student behavior and discipline processes (referral forms, discipline review board documents, restorative reflection templates) that were codified as a best practice within the Locke Cluster of schools.

Teacher Effectiveness Supports Specialist, Green Dot Home Office, CA

2013-2014

- Created online and face-to-face teacher & administrator professional development resources based on College Ready Teaching Framework (CRTF) – *Green Dot's Teacher Coaching and Evaluation Rubric*
- Oversaw revision of CRTF through analysis of stakeholder feedback & facilitation of revision sessions with instructional leaders
- Managed video capturing of Green Dot's most successful teachers – this included: aligning video clips to each indicator of the College Ready Teaching Framework, narrative analysis, post-production, distribution for professional development and storage
- Created PD modules around best practices revealed through study and observation of Green Dot's most effective teachers
- Pioneered Demonstration Classroom Teacher Program: Established a protocol for using demonstration lab classrooms to elucidate what highly effective teachers do on a daily basis; Created and implemented instructional rounds protocols; Organized appropriate demonstration teacher visits and facilitated debrief sessions with host and visiting teachers.

HIGH SCHOOL SCIENCE TEACHER

2005-2011

Biology, Anatomy Teacher, *Ánimo Watts College Preparatory Academy, CA*

2008-2011

- Served as Science Department Chair: Designed goals and provide 4-year vertical skill map for science department; Created annual department budget; Secured funding for labs/projects via grants (DonorsChoose.org, Amgen); Provided professional development to coach department members informally; Admin consult for hiring additional department members as needed
- Instructional Leadership Team member: Consulted with administrators to build and facilitate professional development
- 9th grade level team lead: Led grade level team meetings; Initiated student success team interventions; scheduled & facilitated parent conferences; organized monthly grade-level team building activities for students
- Discipline Review Board Member: Created, implemented & monitored school-wide discipline matrix; Served on committee for discipline review – to recommend contract, transfer, or expulsion for students; Participated in quarterly Network PD & disseminated relevant information to staff
- Administrative: Led day-to-day operations of school when administrative staff was off campus
- Collaborated with faculty from USC to prepare educationally and socio-economically disadvantaged students to succeed at annual engineering competition (MESA day)
- Authored grant for funds to initiate the Pre-Med Club (whose accomplishments include serving the community, providing access to healthcare resources for families in need, training students as First-Aid Certified, and in May 2009 hosting a community health fair)
- Promoted school-wide college going culture by organizing field trips to local universities (USC, UCLA), developing student success plans and teaching students about A-G requirements

Earth Science/Biology Teacher, *Riverside Poly High School, CA*

2007-2008

- Taught inquiry based, culturally relevant lessons to students in grades 9-12, for Earth Science and Biology
- Led students in a multi-cultural SDAIE 'Sheltered' Biology class to gain English Language fluency and subject matter proficiency
- Utilized Kagan-style structures to build an equitable classroom culture

Biology Teacher, *Leuzinger High School, CA*

2005-2006

- Pioneered of Small Learning Community model for Leuzinger High School through networking with colleagues as science component of 10th grade cohort
- Selected as team leader on WASC reform/Leuzinger Restructuring Committee: Network with peers to author blueprint for Professional Development protocol

UCLA EARLY ACADEMIC OUTREACH PROGRAMS (EAOP)

2002-2005

Summer Program Counselor, *Los Angeles*

2002, 2003, 2005

- Developed lesson plans, conducted study sessions, and monitored progress of students in advanced placement readiness academic residential camp
- Conducted presentations and workshops for college fairs and other events for students in grades K-12, parents, and families
- Facilitated workshops to encourage urban student participation in science fields

Bruin Advisor, *Los Angeles*

2000-2002

- Selected and recruited EAOP high school participants based upon review of student academic records
- Developed and monitored individualized 4-year academic plan for program participants in grades 9-12; informed students of required entrance exams; initiated extra-curricular activity plan, including a plan to maintain academic achievement
- Conducted various workshops for program participants and their families; Workshops included: Four Systems of Higher Education, UC Eligibility, Personal Statement and Study Skills

NSF – NATIONAL SCIENCE FOUNDATION, *UCLA GK-12 Fellow*

2003-2004

- Recipient of distinguished GK-12 \$10,000 fellowship in partner with National Science Foundation/UCLA
- Developed inquiry-based lessons in accordance with the California Science Standards, designed for use by urban high school teachers within LAUSD
- Collaborated and networked with Ph.D/Graduate students to incorporate social justice curricula into inquiry lessons, designed to inspire underrepresented students to pursue science-based careers
- Researched constructivism learning theory to generate inquiry lessons



Education

Bachelor of Science, Biology 2005

University of California Los Angeles / Los Angeles, CA

Coursework highlights: *Social Psychology of Education, Social Justice Science Teaching Methods, Educational Theory and Practice, Advanced Spanish Composition, and Education Cultural Identity and Diversity*

M. Ed, Teaching and Learning, 2006

Single Subject Teaching Credential, 2006

Azusa Pacific University / Azusa, CA

SUMMARY

- Data analysis expert using MS Excel, Tableau, SQL
 - Proven track-record of growing and managing high-performing technical teams with a positive culture
 - Collaborative self-starter with excellent judgment
 - Demonstrated ability to run operations, create processes and learn and support technical systems
-

WORK EXPERIENCE

Jan '17 - Present **Green Dot Public Schools** - Los Angeles, CA

Feb '08 - Aug '13 **Director of Data Science & Analytics**, Apr '19 - present

- Manage Data Science & Analytics department of seven employees, supporting a multi-region, national public charter school network consisting of 25 middle and high schools in historically underserved communities
- Implement organization-wide data management processes and cross-departmental systems and strategy for internal and external reporting and compliance
- Develop compelling presentations and storytelling to present insights, recommendations, and strategies
- Lead in-depth rigorous end-to-end analytics projects using SQL and Excel
- Create automated tools in Tableau and DataWarehouse to enhance data communication for teachers, administrators, home office employees, and executive staff

Knowledge Manager, Jan '17 - Apr '19

- Coached and managed Knowledge Management Analysts
- Ensured Data Science & Analytics Department is providing efficient, cost effective, and high quality services to regions and schools, and national departments
- Effectively set and executed short and long-term strategic goals in the Data Science & Analytics Department
- Ensured regional and national stakeholders have access to accurate, timely data, either through ad hoc data requests or self-service data reports
- Ensured all KM-related compliance responsibilities are upheld

Knowledge Management Analyst, Feb '08 - Aug '13

- Ensured Data Science & Analytics Department is providing efficient, cost effective, and high quality services to regions and schools, and national departments
- Ensured regional and national stakeholders have access to accurate, timely data, either through ad hoc data requests or self-service data reports
- Ensured all KM-related compliance responsibilities are upheld

Jan '07 - Jan '08 **Alliance for College Ready Public Schools** - Los Angeles, CA
High School Math and Science Teacher

EDUCATION & EXTRA CURRICULARS

2002 - 2006 **University of California Los Angeles** – Los Angeles, CA, USA

Bachelor of Arts: Sociology, Political Science International Relations

- Director, Environmental Coalition
- Director, Social Justice Alliance
- External Vice President, UC Sudan Divestment Taskforce
- RA (Resident Assistant), UCLA Residence Halls
- UCLA Awaken A Cappella

J. OMAR MAHMUD

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS NATIONAL, Los Angeles, CA

General Counsel

Mar. 2020 – Present

- Manage the organization's legal matters and advise organization personnel regarding key legal responsibilities.
- Represent the organization in negotiations with vendors and other parties, and negotiate, revise and draft agreements with such parties.
- Advise and help prepare for expanding the Green Dot network to new regions, including advising on compliance with local laws and initial board member selection, and preparing incorporation materials, state filings, the charter petition and operating agreement, and represent the organization in its other dealings with authorizers.
- Provide legal research for Human Resources (HR) matters, student policies, corporate governance, and school operations.
- Review and advise on personnel action notices prepared by HR associates.
- Ensure legal compliance in the Employee Handbook and the Student Policy Manual, and review annual updates prepared by other associates or outside legal counsel.
- Provide advice regarding risk management analysis and discuss such matters with relevant stakeholders.
- Track state legislation regarding education bills that impact charter schools, and assist with implementing new laws and drafting related policies.
- Advise organizational network leadership on open meetings laws compliance in those regions where the Green Dot network operates.
- Prepare and finalize board resolutions for Green Dot network organizations and attend board meetings.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, Washington, DC

Deputy General Counsel

Mar. 2011 – Feb. 2020

- Advised the Chancellor, senior management team members and other school officials regarding compliance with local and federal laws that impact agency operations, such as the Individuals with Disabilities Education Act (IDEA), the Family Educational Rights and Privacy Act (FERPA), Title IX of the Education Amendments Act of 1972 and the District of Columbia Human Rights Act.
- Informed senior management decisions concerning special programs and projects that are of critical importance to the Chancellor.
- Negotiated and drafted various contracts, licensing agreements and memorandums of agreement/understanding that outline agency collaborations with outside organizations.
- Provided counsel and representation during investigations and other inquiries originating at the Department of Education – Office of Civil Rights, the Office of the State Superintendent for Education and the Office of the Inspector General. Served as a member of the Head Start Advisory Board, the Chancellor's Test Integrity Council, the Chancellor's Discretionary Transfer Advisory Committee and the LGBTQ Policy Steering Committee.
- Reviewed all agency ethics inquiries and provide guidance based on local and federal ethics rules.
- Provided advice and counsel regarding procurement matters and represent the agency at various administrative hearings.

DISTRICT OF COLUMBIA OFFICE OF THE ATTORNEY GENERAL, Washington, DC

Assistant Attorney General

Oct. 2008 – Mar. 2011

- Negotiated and drafted various contracts, licensing and partnership agreements, and memorandums of agreement/understanding on behalf of District of Columbia Public Schools.
- Provided counsel and representation regarding a variety of education law matters concerning FERPA, IDEA, student discipline, student health and wellness, residency verification, data strategy and school property.
- Provided advice regarding procurement matters and represented the agency at administrative hearings and student appeal conferences.

ZUCKERMAN SPAEDER LLP, Washington, DC

Staff Attorney

Sept. 2003 – Oct. 2008

- Provided counsel regarding white-collar criminal defense and bankruptcy litigation matters.
- Examined financial statements and other financial data, and prepared summaries for purposes of litigation strategy development.
- Researched legal issues, wrote legal memorandums, and drafted motions and pleadings.
- Managed discovery projects and supervised attorneys and paralegals reviewing and analyzing production materials.

LAW OFFICE OF J. OMAR MAHMUD, San Francisco, CA

Sole Practitioner

Dec. 2001 – Sept. 2003

- Provided counsel and legal representation regarding business formations, business and asset acquisitions, intellectual property and real property matters.

ROBERTSON STEPHENS, INC., San Francisco, CA

Senior Associate, Investment Banking

Jan. 2000 – Apr. 2001

- Led investment banking associate teams executing public stock offering transactions.
- Developed investment banking relationships with electronic commerce and wireless software companies.
- Researched and analyzed industry trends and prepared proposals for current and prospective clients regarding merger & acquisition and public stock offering opportunities.
- Assisted Private Capital and Merger & Acquisition advisory groups with software industry-related transactions.

BROBECK, PHLEGER & HARRISON LLP, Palo Alto, CA

Associate

Aug. 1997 – Jan. 2000

- Provided counsel and representation regarding securities law matters, business formation and organizational issues, and intellectual property rights and agreements.
- Negotiated deal terms and drafted agreements for clients pursuing public and private securities offerings, venture capital financings, reorganizations, and merger & acquisition transactions.
- Advised clients regarding National Association of Securities Dealers and Securities Exchange Commission (SEC) rules and regulations, including the Securities Act of 1933 and the Securities Exchange Act of 1934.
- Prepared public offering prospectuses, private offering memorandums, shareholder meeting materials (including annual and quarterly reports, and proxy statements) and other reports required by the SEC.

EDUCATION

UNIVERSITY OF CALIFORNIA, BERKELEY SCHOOL OF LAW

Juris Doctor

May 1997

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Science - Business Administration

June 1994

ADVANCED TRAINING

DISTRICT OF COLUMBIA WORKFORCE DEVELOPMENT ADMINISTRATION AND THE
GEORGE WASHINGTON UNIVERSITY PROGRAM FOR EXCELLENCE IN MUNICIPAL
MANAGEMENT (COHORT 24)

Certified Public Manager and Lean Six Sigma Green Belt Certification

Sept. 2012

BAR ADMISSIONS

DISTRICT OF COLUMBIA BAR
CALIFORNIA STATE BAR

May 2004
June 1998

PERSONAL

ADVISORY NEIGHBORHOOD COMMISSION 6A, Washington, DC

Commissioner, Single Member District 6A01

Jan. 2013 – Jan. 2017

Chair, Transportation & Public Space Committee

Apr. 2006 – Jan. 2017

Marina Grintsvayg

Phone: (973) 987-7198

Email: marina.grintsvayg@greendot.org

RELEVANT EXPERIENCE

Green Dot Public Schools National (Education nonprofit serving 14,000+ students)

Sep. 2019 – Present

Associate Director of Strategic Planning

Los Angeles, CA

- Facilitating evaluation and execution of national expansion opportunities.
- Facilitating cross-functional collaboration to develop a data dashboard to support the National Board of Directors in understanding the high-level performance of 3 regions and 26 schools.
- Providing recommendations to senior leadership on cross-functional strategic priorities, including addressing chronic student absenteeism, improving Advanced Placement program outcomes, and codification of organizational academic model.

Sep. 2016 – Aug. 2019

Strategic Planning Manager

Los Angeles, CA

- Co-led organization-wide Diversity, Equity, and Inclusion (DEI) initiative, including:
 - Conducted audit of 70 Human Resource, Human Capital, and Legal practices from a DEI lens.
 - Facilitated 10 person working group in planning stakeholder engagement across 3 states.
 - Designed staff survey (response rate: 45% of 1,400+ staff) and used results to develop organizational commitment statement on DEI.
 - Designed strategic planning process used by regions to set DEI goals and identify priorities.
- Provided recommendations to senior leadership on cross-functional strategic priorities, including restructuring Advanced Placement program (5pp increase in enrollment), revision of middle school model, evaluation of regional expansion opportunities resulting in opening of new school serving grades 6-12.
- Oversaw 22 schools on student health matters, including ensuring compliance and strengthening monitoring systems.

Synergy Global Consulting (Consulting firm in the natural resource sector)

Sep. 2012 – Aug. 2015

Junior Consultant, Social Impact

Johannesburg, South Africa

- Led administration of the resettlement of 20 rural households and their 275 fields and 130 burial sites.
- Coordinated design and delivery of 4 university-accredited short-courses for community engagement professionals, serving 100+ students from 20+ countries and achieving financial sustainability in 2 years.
- Assisted in achieving negotiation breakthroughs ahead of schedule through design and monitoring of strategic social performance tools (e.g. extensive stakeholder engagement tracking system).

AIESEC (Largest youth-run nonprofit; facilitates youth leadership development)

Jun. 2011 – Jul. 2012

National Program Director

Johannesburg, South Africa

- Was placed in South Africa to revitalize international internship program following a decade of decline.
- Received award for greatest relative growth by a national chapter of the organization.
- Repaid \$10,000 debt and retained \$15,000 in revenue reserves through program growth, achieving financial sustainability for the national chapter and preventing it from being shut down.

Jan. 2009 – Jun. 2010

Program Manager

New York, NY

- Received award for top performance of 30+ teams nationally and top-10 performance of 1,600+ teams globally.

EDUCATION

University of the Witwatersrand

2014

Post-Graduate Certificate, Developing and Maintaining Stakeholder Relations

Johannesburg, South Africa

Baruch College, CUNY

2011

Bachelor of Arts with Honors, Double major: Political Science and Sociology

New York, NY

- Scholars Program (full scholarship, rigorous course load and GPA requirements, community service)

OTHER

Community Involvement: AIESEC (Board of Advisors at UCLA; Coach at UCLA and USC), Los Angeles Team Mentoring (Mentor), USC Price Professional Mentorship Program (Mentor), Education Pioneers (Visiting Fellow)

Languages: Native English, Fluent Russian

Executive Director, Green Dot Public Schools in Texas

OPPORTUNITY:

The Green Dot Public Schools in Texas Executive Director will oversee the academic performance, instruction and operations across Green Dot schools in Texas and the Texas-based Regional Office. The Executive Director will supervise, coach and evaluate Green Dot Principals and Regional Office Directors, manage the operations and finances of the region, and build cross-school community relationships across the schools. In addition, this position will be the primary contact for the local district and foundations, and serve as the liaison between Green Dot in Texas and the Green Dot Board of Directors. Being able to work both as part of a team and individually is essential.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Ensure achievement of Green Dot's Core Values
- Develop and implement ' annual strategic and operating plan
- Review progress and performance of Green Dot schools in Texas
- Interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools in Texas
- Ensure compliance with local policies, regulations and state requirements
- Manage, develop, evaluate and coach Principals and Regional Office staff members, including: Finance & Operations, Human Capital, Advancement, and Instructional Coaches
- Work closely with Green Dot regional and national development teams to build local relationships with foundations and individual donors
- Develop community partnerships
- Manage finances and ensure operational sustainability
- Investigate and write responses to school concerns and complaints
- Provide leadership to special projects assigned by Green Dot Home Office
- Serve as a liaison between the Green Dot Board, Green Dot Home Office and Green Dot's Principal(s) in Texas
- Serve as the main contact for authorizer relationships

QUALIFICATIONS:

- Valid Administrator credential
- Principal experience required, with demonstrated success in improving achievement and closing the achievement gap (3 years minimum)
- Principal experience at the secondary level is highly preferred
- Extensive experience in staff development across multiple functional areas
- Unwavering commitment to quality programs and data-driven program evaluation
- Experience in setting and achieving strategic objectives and managing budgets
- Proven record of improving student achievement by developing and implementing policies and practices that prepare all students, irrespective of socio economic background and English language development, to be college ready upon graduation from high school
- Demonstrated success in developing and implementing hiring, evaluation, and professional development strategies and activities that ensure high performing staff and teams
- Possesses the political and social skills which contribute to the successful growth of the organization and ensure the maintenance of high quality teaching and learning
- Possesses an entrepreneurial spirit and an understanding of mission critical business practices which will contribute to Green Dot's success

- Able to balance the need for direction at the system level with the need for a strong sense of ownership and responsibility at the school level
- Is a visionary and an innovator who sets high expectations, leads by example and inspires high quality performance
- Is visible, approachable and communicates effectively with clients and stakeholders
- Has experience working directly with a Board of Directors (or comparable supervisory entity)
- Has core values that are consistent with those of Green Dot Public Schools
- Keeps the interests and needs of student learning as the central focus for the work of the organization
- Has a passion for achieving the educational mission of the organization
- Is able to build the capacity of Principals to provide high quality teaching and learning aligned with the Common Core and/or State Standards
- Is a self-starter with a strong sense of personal accountability and responsibility that can work well in a fast paced, entrepreneurial environment
- Willing to continually learn and collaborate with all stakeholders. A very good listener

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

Director of Human Capital

OPPORTUNITY:

The quality of a school system cannot exceed the quality of its teachers and school leaders. The Director of Human Capital for Green Dot in Texas will shape the process for recruitment, hiring and employee relations in the Texas region by ensuring that Green Dot has top caliber talent at all levels of the organization – excellent teachers in every classroom, excellent school leaders in every school, and excellent employees in every office. The ideal candidate is someone who enjoys being part of the big picture while successfully tackling the specific responsibilities as outlined below.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Lead talent sourcing and recruitment for teachers and school leaders, including developing a proactive sourcing strategy and continually improving relationships with universities within and outside of Texas, the local school district, and Teach for America
- Lead selection strategy and operations for teachers and school leaders to strive for continually improving accuracy and efficiency
- Attend teacher recruitment events throughout Texas and nationally
- Develop systems to support hiring managers in the Texas home office to source and select talent
- Run a large-scale operation with attention to efficiency, measurable quality, customer service, and data-driven decision making
- In collaboration with Green Dot National, manage performance evaluation, goal-setting, and professional development systems for the Texas home office
- Design and manage new employee onboarding for the Texas regional office and schools
- Manage employee/labor relations
- Conduct personnel investigations in conjunction with Green Dot National Human Resources and Legal departments

- Manage local substitute management companies
- Collaborate with the Green Dot National Human Resources Department to process hires, job changes, and terminations and ensure human resources compliance requirements are being met (i.e. background checks, credentialing, verification of experience, etc.)
- Collaborate with the Green Dot National Communications Department to establish the careers website and collateral for Green Dot in Texas

QUALIFICATIONS:

- 6+ years of work experience, including at least 3 in strategic talent management (talent development, retention, selection, recruiting, performance management)
- 2+ years managing and developing people
- Experience in education, especially as a teacher or administrator is strongly preferred
- Excellent strategic thinking and strategic planning abilities
- Excellent analytical skills, with the ability to direct others in collecting data and deriving practical insights from data analysis
- Expertise in credential analysis, specifically in Texas is a plus
- Demonstrated success improving the efficiency and effectiveness of an operation; smart systems-building
- Exceptional relationship building and persuasive abilities
- Relentless commitment to and high standards for high quality execution
- High level of personal responsibility and drive towards ambitious goals
- Strong sense of integrity, ethics, and drive to achieve and grow
- Humility, sense of humor, and rock-solid commitment to Green Dot's mission and the communities we serve
- Bachelor's degree required, Master's degree preferred

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

Director of Advancement

OPPORTUNITY:

The Director of Advancement will serve as the Texas regional lead in development, communications, and advocacy, working closely with the Green Dot in Texas Executive Director and Green Dot National departments. The Director of Advancement must be a team player who takes initiative in reaching ambitious fund development goals, keeping the Executive Director and other leaders informed of the landscape, complementary initiatives and strategies, and any unanticipated issues that may arise, together with potential solutions.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Research and analyze the donor landscape, communicate findings regularly and develop strategies for targeted and differentiated approaches to engaging prospective donors and stewarding through a "moves management" cycle
- Create and manage one-on-one meetings with high net worth individual donors and prospective donors

- Build awareness of Green Dot in Texas in key private philanthropic circles and at conferences. Present to small and large groups clearly and with a compelling voice aligned to Green Dot's organizational mission and brand
- Develop and implement vision of Policy & Public Affairs to promote policies aligned with the interests of Green Dot Public Schools regionally
- Drive political engagement, including bill tracking, determining policy positions, engaging in legislative advocacy and meetings with elected officials
- Develop and steward relationships with elected officials and their staff members, prominent government officials and partners to promote Green Dot's policy agendas including planning trips to the national and state capitols and school visits
- Advise Green Dot regional leaders in preparation for policy panels, presentations, committees, etc.
- Implement comprehensive advocacy plans in collaboration with regional leaders, internal departments (Communications), parents, students and Board members
- Advise and support region with high priority initiatives, including coordinating letter-writing or phoning campaigns, liaising with authorizer staff relative to key and timely issues/ updates regarding schools throughout the year, and surfacing celebratory school news with authorizer staff over school year where appropriate
- Work closely with the Green Dot National development, policy, and communications department to execute on short-term and long-term strategic priorities

QUALIFICATIONS:

- Bachelor's degree required, relevant Master's degree preferred.
- Must be well organized, detail-oriented and have proven experience in data management, strategic planning, and project management.
- Must be able to prioritize multiple assignments and handle complex tasks in a fast-paced environment.
- Demonstrated proficiency in writing and strong communications skills.
- Broad knowledge of the principles and practices of individual donor development and major gift fundraising.
- Adheres to the highest ethical standards, demonstrates an empathetic disposition and perseverance; uses discretion and good judgment; reflects an optimistic and positive attitude, and conveys sensitivity to needs of the donors.
- Excellent interpersonal skills and a demonstrated ability to build strong relationships with various types of people, including senior leaders inside and outside the organization.
- 2-3 years of project management experience and a record of strong and creative problem solving.
- High level of initiative, creativity and energy.
- The ability to work independently and as part of a team, under deadlines, without close supervision; self-direction in the initiation, coordination and completion of tasks, acute attention to detail is essential.
- Ability to analyze and synthesize data and information from multiple sources and develop comprehensive recommendations.
- Humility, sense of humor, and rock-solid commitment to Green Dot's mission and the communities we serve; interest in reforming public education.
- The ability to handle problems as they occur, and follow through on all aspects of the position.

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

Special Projects Associate

OPPORTUNITY:

The Special Projects Associate role encompasses a wide variety of tasks, including administrative support, project management and execution, and strategic analysis. This position will support the ongoing operations of Green Dot schools in Texas and the regional office, including but not limited to communications and presentations that further Green Dot's objectives, analyze and research critical questions impacting management and operations of the region, and perform administrative duties and other special projects as assigned.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Administrative and Operational Support
 - Oversee the regional office's administrative tasks including supply ordering, travel arrangements, phones, database management, school tour arrangement, catering requests, etc. Oversee procurement and purchasing for the regional Office including placing orders, opening mail, inventorying items received and handling returns/exchanges.
 - Provide leadership and project management for organizational development projects in both collaborative and independent work environments.
 - Assist the Executive Director with correspondence, filing, photocopying, credit card reconciliation, etc. as needed.
 - Ensure an organized and friendly regional office
- Strategic Planning and Analysis
 - Support the leadership team in implementation, communication and change management projects related to Green Dot's management, operational and leadership priorities
 - Closely collaborate with Green Dot National's Advancement and Strategic Planning departments on special projects related to communications, board support, and research/data analysis/strategic planning.
 - Assist the Executive Director in working with the Green Dot Board of Directors in Texas by helping prepare presentations to the Board, setting agendas, coordinating presentations, setting up committee meetings, developing best practice materials, etc.
 - Other projects could include: analyzing and supporting the charter application process for future school sites, coordinating Green Dot's participation in unique advocacy opportunities, improving upon Washington home office professional development, supporting operational efficiency initiatives, streamlining contacts database and information flow within the organization.
- Board Management
 - Assist the Green Dot Public Schools in Texas Executive Director in planning compliance-oriented conversations with the Board of Directors by:
 - preparing select presentations to the Boards
 - contributing to and setting agendas
 - gathering and preparing pre-read materials
 - coordinating presentations
 - ensuring legal compliance
 - Ensure regional Board meetings meet compliance requirements, cover necessary topics and are supported by Green Dot Public Schools National
- Perform, execute, and lead other duties and projects as needed.

QUALIFICATIONS:

- Initiative, humility, sense of humor, and rock-solid commitment to Green Dot's mission and the communities we serve
- 3+ years in teaching, management consulting or business development preferred
- Excellent organization and multi-tasking ability; enjoys juggling multiple priorities
- Enjoys a wide variety of work tasks ranging from administrative to strategic
- Highly organized, able to meet consistent and fast-paced deadlines
- Excellent strategic thinking and strategic planning abilities
- Strong data management skills and ability to synthesize information from multiple sources to develop compelling, executive-level presentations (Excel and Power Point skills mandatory)
- Demonstrated success in improving the efficiency and effectiveness of an operation; smart systems-building
- Exceptional relationship building and persuasive abilities through written and verbal communication skills
- Collaborative team player who excels at working as part of a cross-functional team that includes regional and national colleagues
- High level of personal responsibility and drive towards ambitious goals; as part of a start-up environment, willingness to work non-traditional hours as needed to accomplish goals
- Enjoys taking initiative to lead new projects, problem-solve complex questions, and identify solutions
- Strong sense of integrity, ethics, and drive to achieve and grow
- Enjoys working in a school environment around middle and high school students.
- Bachelor's degree required, Master's degree preferred

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

Principal

OPPORTUNITY:

The Principal will serve as a talented educational leader with a desire to foster high levels of academic achievement and must believe strongly in providing training and support to staff to enable strong teaching and learning in every classroom.

ESSENTIAL DUTIES & RESPONSIBILITIES:

- Hire and develop school staff (licensed and classified)
- Serve as administrator and instructional leader of the school
- Responsible for planning the master schedule of classes for students and for assigning staff schedules
- Evaluate the performance of teachers and other school employees and coach them on their individual development
- Craft student discipline policies to meet unique student population needs
- Work with the regional office staff to manage financial and human resources at the school site
- Responsible for school budgetary planning and business operations
- Work closely with parents and the community at large
- Initiate and implement community support and advisory groups
- Accountable for students' overall academic performance
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in-person)

- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, supervision of student events, etc.
- Maintain professional standards and a school environment that is productive, safe and focused
- Participate and lead large group and individual professional development
- Develop and lead student recruitment efforts to engage and promote Green Dot with community members and parents

QUALIFICATIONS:

- Possesses a growth mindset and the 'grit and grind' to know that the impossible is possible
- A minimum of 3 years teaching experience, at the middle or high school level, with a history of improving student achievement
- Valid TX Administrative credential/Certificate of Eligibility (or an equivalent out-of-state credential which is transferable to Texas), or are in the process of obtaining one
- Experience in leadership roles (mentor teacher, department chair, assistant principal, etc.)
- Prior administrative experience as Assistant Principal or Principal required
- Experience building capacity in others and willingness to build leaders for the future through courageous and data-driven conversations
- Experience creating and managing community partnerships to engage key stakeholders
- Experience managing budgets
- Experience creating and implementing policies and systems
- Excellent interpersonal communication and writing skills
- Experience working in an entrepreneurial environment
- A passion for improving urban middle and high schools and driving education reform
- Ability to establish/foster a positive and safe school culture
- Experience developing behavioral interventions to respond to student behavior and teacher needs
- Experience in planning and implementing quality professional development
- Experience in leading/managing a team
- Experience in strategically engaging stakeholders
- Experience in conflict resolution
- Experience in making data-driven decisions
- Experience and demonstrated ability managing multiple teams and resources
- Experience in creating and monitoring strategic plans

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

Attachment 8. School leader qualifications or role description

Green Dot Public Schools will engage in a national search to find a principal equipped to lead a transformation school in Beaumont, Texas. To source qualified candidates, Green Dot will enlist the services of a search firm, will seek applications from within the organization, and will focus on qualified leaders in the Beaumont area. Additionally, Green Dot will activate its large network of colleagues, and it will invest in media. Once qualified candidates are sourced, Green Dot will engage in an extensive interview process to gauge a candidate's readiness for transformation work. The interview process will include:

- **Phone Screen:** An initial phone interview with the Chief Growth Officer to assess mission alignment, instructional leadership capacity, project management and change management skills, and coachability.
- **Data Assignment:** If the candidate is recommended to move forward, a data analysis assignment will be assigned. This task will involve reviewing a set of data and providing recommendations for a response to that data. The Chief Growth Officer, Executive Director (ED) and Director of Academics will review the task and may follow up with a short conversation for clarity.
- **Panel Interview:** If the candidate successfully completes the data assignment, the candidate will be asked to prepare a professional development session in advance of the panel interview. The panel interview, hosted by a minimum of four GDPS leaders, will involve a combination of scenario-based and experiential interview questions, a 20-minute demonstration of the professional development session, and multiple role plays where the candidate role plays teacher coaching and parent meetings.
- **Shadow Experience:** If the candidate successfully completes the panel interview, a shadow experience at an existing Green Dot campus will be scheduled. The candidate will spend a day on site, shadowing a principal. Where possible this session includes the observation of a professional development session and classroom observations. At the conclusion of the shadow, the candidate will submit a written reflection that addresses school strengths, areas for improvement, and recommended next steps.
- **Reference Checks:** If the candidate successfully completes the shadow experience, extensive reference checks will be conducted. Where appropriate, it may be possible for the Chief Growth Officer or Executive Director to shadow the candidate at his/her current worksite.
- **Community Feedback Panel:** When appropriate, school leader candidates participate in a Community Feedback Panel. This event serves as an opportunity for community stakeholders - students, parents, counselors, teachers, and staff - to meet potential candidates and assess fit with the school community. While this is not a decision-making body, the feedback provided during these panels provides invaluable feedback into a candidate's strengths and weaknesses while building community investment.
- **Offer:** Candidates excelling at all steps of the interview process will be offered the position.

The hiring process can serve as a great retention tool for school leaders. The more time spent assessing fit at the outset will serve to support Green Dot in hiring a candidate who is well-suited for long-term success. The process further illustrates how the Executive Director and other home office team members can best provide support to ensure the success of the principal.

Additionally, frequent coaching and support from the Executive Director and home office team can provide the supports needed to ensure a principal is successful. And while there will initially only be one school in Texas, Green Dot will create plans for school leaders (principals, assistant principals) to regularly network and learn with their counterparts in other regions.



School Leader Evaluation (SLE) Proposal

January 2019

Table of Contents



LEADER EVALUATION OVERVIEW	
GDPST School Leader Evaluation Vision & Foundation	<u>3</u>
LEADER EVALUATION COMPONENTS	
The Model	<u>4</u>
School Leader Evaluation Components: Rubric Overview	<u>5</u>
School Leader Evaluation Components: Stakeholder Feedback	<u>7</u>
School Leader Evaluation Components: Student Achievement	<u>8</u>
School Leader Evaluation Components: High School Achievement	<u>9</u>
School Leader Evaluation Components: Middle School Achievement	<u>10</u>
School Leader Evaluation: Performance Rating	<u>11</u>
LEADER EVALUATION CALENDAR & SUPPORTS	
School Leader Evaluation Calendar	<u>12</u>
School Leader Training	<u>12</u>
Evaluator Certification	<u>13</u>
APPENDIX	
School Leader Evaluation Rubric	<u>14</u>

Leader Evaluation Vision



School Leader Evaluation (SLE) Vision

The **Green Dot Public Schools Tennessee (GDPST) School Leader Evaluation** process embodies the network's talent philosophy by:

- Prioritizing our people and ensuring they all get the feedback necessary to feel developed in their role.
- Setting clear expectations and goals that drive performance.
- Providing an explicit opportunity for development conversations designed to support all teachers in their growth.
- Empowering reflection on how each teacher is embodying Green Dot's Core Values.
- Embracing transparency to ensure we communicate clearly about individual performance.
- Actualizing results by retaining our strongest talent.

School Leader Evaluation (SLE) Foundation

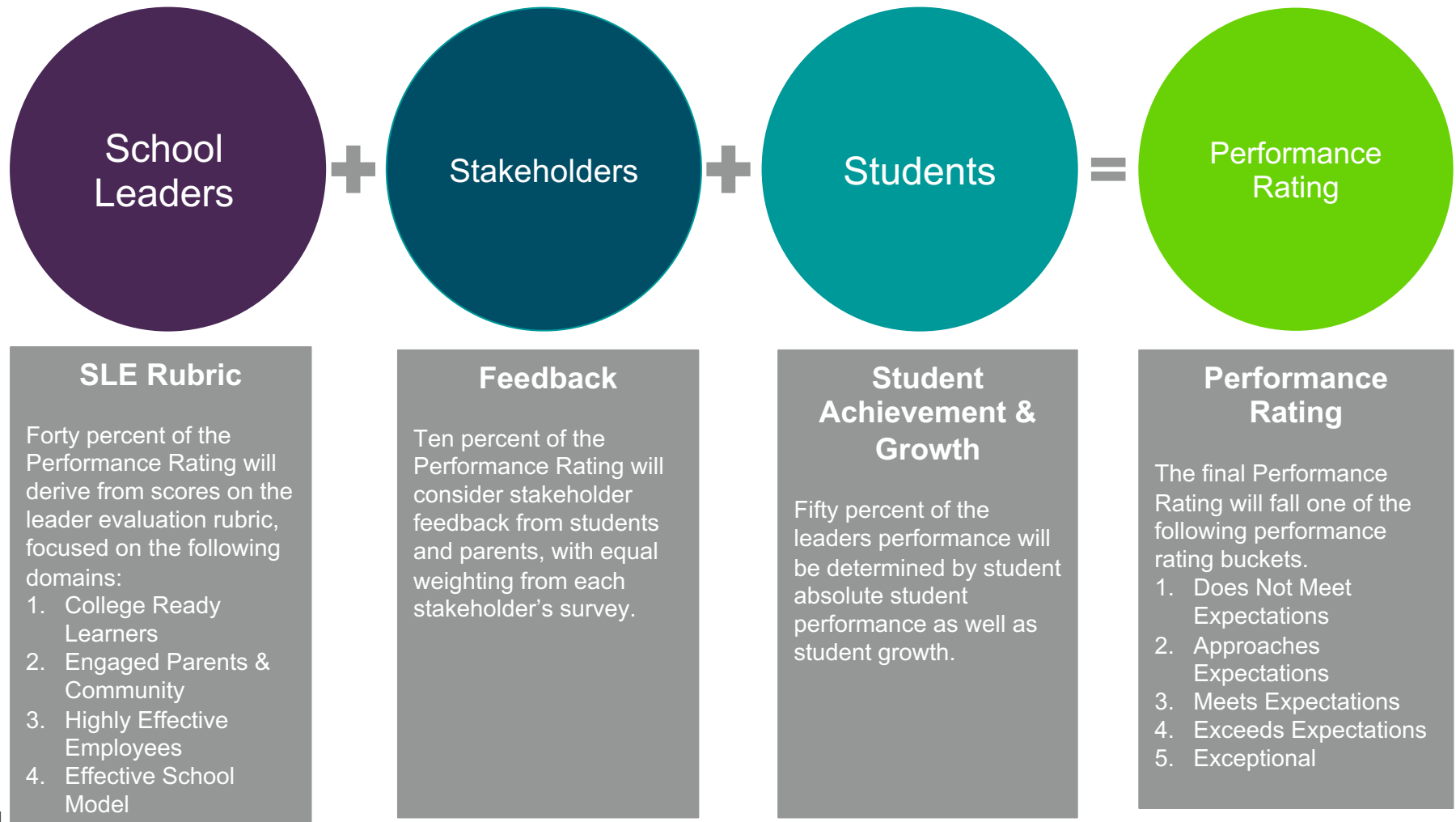
The key to The School Leader Evaluation (SLE) is the use of multiple measures of effectiveness, all aligned to existing research and best practices. A performance rubric, stakeholder survey feedback, and student achievement measures provide multiple measures that leaders can use to identify areas of strength and areas in need of development. We expect the multiple measures to be aligned, but not completely correlated, since each measure tells a different part of the complex story of leadership.

GDPST analyzed rubrics from various states (California, Louisiana, Massachusetts, New York, Tennessee), Charter Management Organizations (Aspire, KIPP, Mastery, Uncommon Schools), and leader training organizations (New Leaders for New Schools, Relay, TNTP) when designing this SLE. Additionally, GDPST used The Tennessee Instructional Leadership Standards (TILS), updated in July 2018, as a foundation for the SLE. The TILS can be found [here](#).

Leader Evaluation Components



The Model



Leader Evaluation Components: SLE Rubric



SLE Rubric Overview

- The SLE Rubric utilizes a 5-point scale. Specific language is used at each level to determine whether a leader's performance is: (5) Exceptional, (4) Proficient, (3) Developing, (2) Minimally Effective, or (1) Needs Improvement
- The rubric is organized into four Domains, each with specific Standards and Indicators that delineate the comprehensive set of competencies needed for effective leadership:

Domain	Standards	Indicators
Domain 1: College-Ready Learners	1.1 Cultivating a college going culture	A. High expectations for student behavior
		B. Systems for school culture
		C. Mission internalization
	1.2 Quality teaching and instruction	A. Classroom instruction
		B. Systems for high quality instruction
		C. Data-drive instruction
	1.3 Promoting leadership and life skills	A. Student-to-staff relationships
		B. Extra-Curricular Activities
		C. Culture of Learning
	1.4. Eliminating barriers to learning	A. Wrap-around services
		B. Advisory program
		C. Discipline and restorative practices
Domain 2: Engaged Parents and Community	2.1 Parent education and engagement	A. Family communication
		B. Customer service
		C. Family education
	2.2 Community Engagement	A. Community Partners
		B. Cultivates a recognizable brand

Leader Evaluation Components: SLE Rubric



Domain	Standards	Indicators
Domain 3: Highly Effective Employees	3.1 Cultural Leadership	A. Staff relationships
		B. Staff communication
		C. Staff rituals
	3.2 Instructional Leadership	A. Teacher coaching
		B. Data-drive leadership
		C. Teacher leadership
		D. Professional development
	3.3 Personal Leadership	A. Strategic planning
		B. Task Management
		C. Delegation
		D. Organizational leadership
	3.4 Performance Management	A. Staff coaching
		B. Staff feedback implementation
Domain 4: Effective School Model	4.1 Finance	A. School budget
		B. Student recruitment
		C. Student retention
	4.2 Operations	A. School-based operations
		B. Vendor management
		C. College-going environment
	4.3 Legal and Compliance	A. Legal compliance
		B. District and CMO compliance

Leader Evaluation Components: Stakeholders

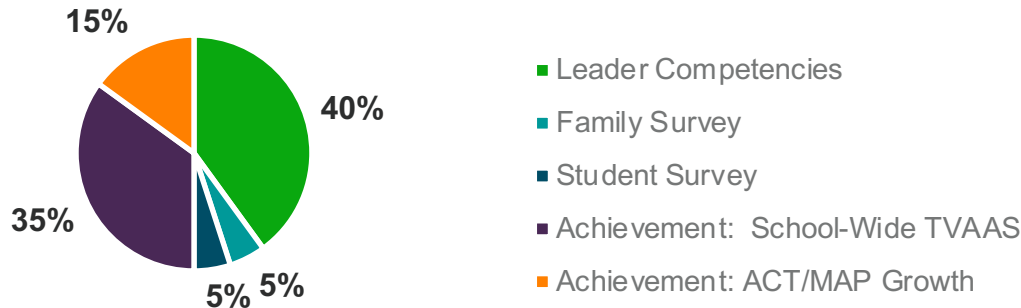


Stakeholder Surveys

Stakeholder feedback is an important component of any quality evaluation tool. GDPST schools seek regular, informal feedback from community members. However, we seek specific annual survey feedback from students and parents derived from the Panorama Survey Tool. Student surveys provide feedback on specific teachers as well as the school as a whole. Parent/guardian surveys provide feedback on the school as a whole. Each of these surveys comprises 5% of the final SLE Performance Rating (see pie below).

GDPST also invites counselors, teachers and classified staff an opportunity to provide upward feedback on school leaders (principals and assistant principals) twice annually. While this survey is not incorporated into an individual component of the SLE pie, the evaluator incorporates this feedback when finalizing SLE rubric scores.

Leader Evaluation Pie



Leader Evaluation Components: Achievement



Achievement Overview

Green Dot's mission requires us to prepare all students for success in college, leadership and life. Therefore, student outcomes serve as a critical indicator of school leader success. Both absolute student achievement and student growth are important considerations for any school leader. The student achievement portion will consider both the School-Wide TVAAS score as well as another nationally normed metric. For high schools, the ACT will be considered. For middle schools, NWEA MAP scores will be considered. School-wide TVAAS counts for 35% of the SLE score, ACT/MAP accounts for 15% of the SLE score. The forthcoming charts delineate how achievement ratings are assigned in the SLE evaluation:

School-Wide TVAAS (35% of Final Performance Rating)

Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
TVAAS 1	TVAAS 2	TVAAS 3	TVAAS 4	TVAAS 5

Leader Evaluation Components: Achievement



HIGH SCHOOL Leader Achievement

In addition to School-Wide TVAAS, 15% of high school leader evaluations will consider ACT performance. The ACT performance will be evaluated two ways. The pie will consider two ACT metrics. College Readiness, defined by the TDOE as “Students must achieve an ACT composite score of 21 or higher and graduate on time to be *College Ready*.” The GDPST SLE will also look at ACT growth as compared to TN state performance.

ACT College Readiness Score (7.5% of Final Performance Rating)

	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
College Readiness Ratings *Students must achieve an ACT composite score of 21 or higher and graduate on time to be considered "college ready."	Not outperform the state overall or any subgroups	Outperform the state overall but no subgroups OR not out perform the state but outperform in at least one subgroup	Outperform the state overall and at least one subgroup	Outperform the state overall and at least two subgroups	Outperform the state overall and all applicable subgroups

ACT Growth Score (7.5% of Final Performance Rating)

	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
ACT Growth Score Compare composite ACT score of graduating seniors from one year to the next.	0% or decrease from previous year	0.1-2.4% increase from previous year	2.5-4.9% increase from previous year	5-7.4% increase from previous year	7.5% or greater increase from previous year OR achieve a "college ready" composite of 21

Leader Evaluation Components: Achievement



MIDDLE SCHOOL Leader Achievement

In addition to School-Wide TVAAS, middle school leader evaluations will consider NWEA MAP performance. The MAP performance will be evaluated in both Reading and Math.

NWEA MAP READING (7.5% of Final Performance Rating)

	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
NWEA/MAP Reading scores *Scores represent MAP percentile school-wide averages. Students who perform in the 60th percentile or above are on track to score 22 or above on ACT reading (college ready based on a NWEA MAP/ACT linking study)	29% + below OR 0% increase from previous year OR decrease from previous year	39-30% OR 1-4% or better increase from the previous year	49-40% OR 5-9% or better increase from the previous year	59-50% OR 10-14% or better increase from the previous year	60% + above OR 15% or better increase from the previous year

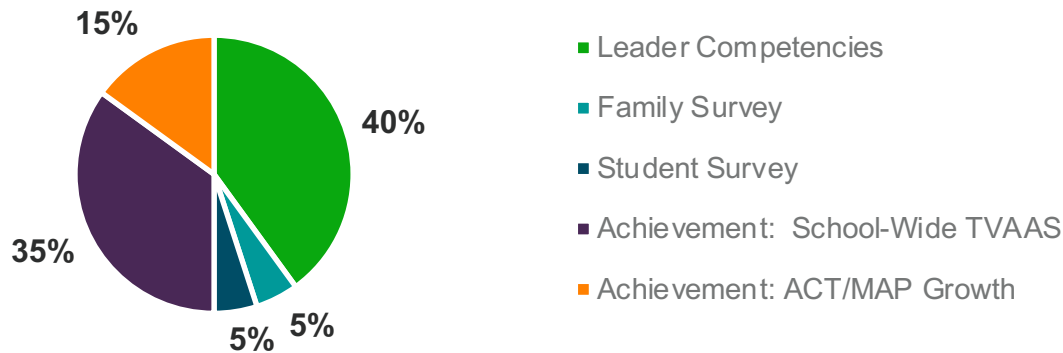
NWEA MAP MATH (7.5% of Final Performance Rating)

	Rating of 1	Rating of 2	Rating of 3	Rating of 4	Rating of 5
NWEA/MAP Math scores *Scores represent MAP percentile school-wide averages. Students who perform in the 60th percentile or above are on track to score 22 or above on ACT math (college ready based on a NWEA MAP/ACT linking study)	29% + below OR 0% increase from previous year OR decrease from previous year	39-30% OR 1-4% or better increase from the previous year	49-40% OR 5-9% or better increase from the previous year	59-50% OR 10-14% or better increase from the previous year	60% + above OR 15% or better increase from the previous year

Leader Evaluation Components: Performance



Leader Evaluation Pie



Final Performance Score

The final SLE score will translate into one of the following Performance Rating categories.

Composite Score	Performance Rating Band	Recommended Increase
4.50 – 5.0	Exceptional	5%
4.00 – 4.49	Exceeds Expectations	4%
3.50 – 3.99	Meets Expectations	3%
3.00 – 3.49	Approaches Expectations	2%
1.00 – 2.99	Does Not Meet Expectations	0%

Evaluation Calendar & Training



Evaluation Timeline

Date	Evaluation Component	Explanation
September	Determination of Focus Indicators	Using the rubric and previous evaluation scores, the school leader and supervisor will agree to at least one Indicator of focus in each Domain. These focus Indicators will guide both individual coaching and leader professional development throughout the school year
January/February	Midyear Check-in	Leaders will participate in a self-rating reflection exercise and meet with their supervisor to evaluate progress toward goals
June/July	End of School Year Check-in	Leader will complete a self-evaluation using the rubric. Once that is submitted, the supervisor will complete the rubric portion of the evaluation.
September	Final Performance Rating	Once student achievement data become available, the final Performance Rating will be determined. School leader and supervisor will meet to review the final Performance Rating and to set focus areas for the new school year.

School Leader Feedback and Training

Each summer, school leaders will participate in a minimum of 5 days of professional development provided by members of the GDPST Leadership Team. The first day, Data Deep Dive, will include campus leaders (principals, assistant principals) as well as the following members of the GDSPT Leadership Team (Executive Director, Area Superintendent, Director of Academics). This day will serve as an end of year deep dive of school data (achievement, culture, etc.). Additionally, each summer, the Director of Academics and Director of Human Capital will provide two days of training on teacher, counselor and staff evaluation systems. Lastly, school leaders from all campuses will participate in a 2-day Administrator Retreat facilitated by the Area Superintendent.

During the school year, the Area Superintendent coordinates and facilitates monthly full-day professional development with principals (Principal Collaboration) and another full day with Assistant Principals (AP Collaboration). Additionally, the Area Superintendent provides a minimum of one hour of individual coaching per week to school principals, with additional observations and supports provided to the full campus leadership team as needed. Lastly, the Executive Director, Area Superintendent and Director of Academics participate in a quarterly 2-hour Data Dive session with campus leadership teams.

SLE Evaluator Certification Process



SLE Certification

To achieve inter-rater reliability, all evaluators partake in a certification process designed and led by the Executive Director. During this two-day process, evaluators use scenarios to calibrate on the various indicators that comprise the SLE Rubric. Evaluators then take a certification exam in which they review and rate a set of data for a school leader. Administrators who fail this exam are not certified as an evaluator. In this case, evaluators receive targeted coaching and additional opportunities to certify. This rigorous process develops inter-rater reliability and helps ensure that all evaluators within Green Dot will rate leaders in the same way. The certification cycle restarts each year and all evaluators are required to complete certification annually.

Appendix

Three horizontal bars of varying shades of green, stacked vertically, spanning the width of the page.

GDPST School Leader Evaluation Rubric

Notes on language: Level I generally indicates that there is no or little evidence of the indicator present. Level II and III generally indicate that there are aspects of the indicator that are inconsistently present. Level IV generally indicates that all aspects of the indicator are present. Level V generally indicates that all aspects of Level IV are present and that the school leader is building capacity in other team members.

Domain I: College-Ready Learners

Standard	Indicator	Level I	Level II	Level III	Level IV	Level V
1.1 Cultivating a college-going culture	A. High expectations for student behavior	The school leader fails to set high expectations AND students do not work with urgency, joy, and engagement in the classroom and out of the classroom.	The school leader inconsistently sets high expectations AND students inconsistently work with urgency, joy, and engagement in the classroom and out of the classroom.	The school leader sets high expectations OR students work with urgency, joy, and engagement in the classroom and out of the classroom.	The school leader sets high expectations AND students consistently work with urgency, joy, and engagement in the classroom and out of the classroom.	The school leader enlists stakeholders to set high expectations resulting in students consistently working with urgency, joy, and engagement in the classroom and out of the classroom.
	B. Systems for school culture	The school leader has failed to develop systems that function in facilitating a positive, mission-aligned student culture resulting in a high level of student satisfaction.	The school leader has developed <i>few</i> systems that function in facilitating a positive, mission-aligned student culture resulting in a high level of student satisfaction.	The school leader has developed <i>some</i> systems that function in facilitating a positive, mission-aligned student culture resulting in a high level of student satisfaction.	The school leader has developed systems that function in <i>consistently</i> facilitating a positive, mission-aligned student culture resulting in a high level of student satisfaction.	School stakeholders understand and execute systems that function in <i>consistently</i> facilitating a positive, mission-aligned student culture resulting in a high level of student satisfaction.
	C. Mission internalization	Students are unable to articulate the mission of the school, its connection to their lives, and the daily actions that the school is taking so that they achieve the mission.	<i>Few</i> students are able to articulate the mission of the school, its connection to their lives, and the daily actions that the school is taking so that they achieve the mission.	<i>Some</i> students are able to articulate the mission of the school, its connection to their lives, and the daily actions that the school is taking so that they achieve the mission.	<i>Most</i> students are able to articulate the mission of the school, its connection to their lives, and the daily actions that the school is taking so that they achieve the mission.	Students serve as ambassadors who readily articulate the mission of the school, its connection to their lives, and the daily actions that the school is taking so that they achieve the mission.
1.2 Quality teaching and instruction	A. Classroom instruction	The school leader has failed to developed a strong vision for instruction AND teachers do not demonstrate use of cognitively-engaging lessons that lead students to master rigorous objectives.	The school leader has inconsistently developed a strong vision for instruction AND teachers demonstrate inconsistent use of cognitively-engaging lessons that lead students to master rigorous objectives.	The school leader has developed a strong vision for instruction OR teachers demonstrate use of cognitively-engaging lessons that lead students to master rigorous objectives.	The school leader has consistently developed a strong vision for instruction AND teachers demonstrate use of cognitively-engaging lessons that lead students to master rigorous objectives.	Stakeholders have a strong, consistent vision for instruction, resulting in teachers supporting one another to demonstrate use of cognitively-engaging lessons that lead students to master rigorous objectives.
	B. Systems for high quality instruction	The school leader failed to develop systems that function in facilitating all students' learning including consistent instruction practices, e.g. cold call, no opt out, close reading, and few teachers implement these systems.	The school leader has developed few systems that function in facilitating all students' learning including consistent instruction practices, e.g. cold call, no opt out, close reading, and few teachers implement these systems.	The school leader has developed <i>some</i> systems that function in facilitating all student's learning including consistent instruction practices, e.g. cold call, no opt out, close reading, and some teachers implement these systems.	The school leader has developed systems that function in facilitating all students' learning including consistent instructional practices, e.g. cold call, no opt out, close reading, and teachers consistently implement these systems.	Stakeholders execute and support peers to execute systems that function in facilitating all students' learning including consistent instructional practices, e.g. cold call, no opt out, close reading, and teachers consistently implement these systems.

	C. Data-driven instruction	The school leader does not analyze student achievement data to inform school-wide strategy in order to achieve school goals.	The school leader inconsistently analyzes student achievement data from few data sources to inform school-wide strategy in order to achieve school goals.	The school leader consistently analyzes student achievement data from many data sources to inform school-wide strategy in order to achieve school goals.	The school leader consistently analyzes student achievement data from many data sources AND effectively adjusts school-wide strategy in order to achieve school goals.	The school leader consistently engages teacher leaders in analyzing student achievement data from many data sources AND the team effectively adjusts school-wide strategy in order to achieve school goals.
1.3 Promoting leadership and life skills	A. Student-to-staff relationships	The school leader does not model strong relationships with students AND adults do not demonstrate appropriate relationships that hold students to high expectations.	The school leader inconsistently models strong relationships with students AND adults inconsistently demonstrate appropriate relationships that hold students to high expectations.	The school leader consistently models strong relationships with students OR adults consistently demonstrate appropriate relationships that hold students to high expectations.	The school leader consistently models strong relationships with students AND adults and students consistently demonstrate appropriate relationships that hold students to high expectations.	The school leader consistently models strong relationships with students AND teacher leaders consistently demonstrate and hold other adults to appropriate relationships that hold students to high expectations.
	B. Extracurricular activities	The school leader fails to support the development and implementation of diverse extracurricular activities so that the majority of students engage in extracurricular activities AND students involved in these are are not held to expectations in the student handbook.	The school leader rarely supports the development and implementation of diverse extracurricular activities so that the majority of students engage in extracurricular activities OR students involved in these are rarely held to expectations in the student handbook.	The school leader supports the development and implementation of diverse extracurricular activities so that the majority of students engage in extracurricular activities OR students involved in these are consistently held to expectations in the student handbook.	The school leader supports the development and implementation of diverse extracurricular activities so that the majority of students engage in extracurricular activities AND students involved in these are consistently held to expectations in the student handbook.	The school leader supports the development and implementation of diverse extracurricular activities with staff taking initiative to found activities so that the majority of students engage in extracurricular activities AND students involved in these are consistently held to expectations in the student handbook.
	C. Culture of learning	The school leader fails to develop school-wide practices that create a culture focused on learning and improvement, AND students are not able to identify their strengths and struggles and accurately articulate their personal journey developing toward achieving the school mission.	The school leader does not develop school-wide practices that create a culture focused on learning and improvement, OR students are rarely able to identify their strengths and struggles and accurately articulate their personal journey developing toward achieving the school mission.	The school leader inconsistently develops school-wide practices that create a culture focused on learning and improvement, AND students are inconsistently able to identify their strengths and struggles and accurately articulate their personal journey developing toward achieving the school mission.	The school leader consistently develops school-wide practices that create a culture focused on learning and improvement, OR students are consistently able to identify their strengths and struggles and accurately articulate their personal journey developing toward achieving the school mission.	The school leader consistently develops school-wide practices that create a culture focused on learning and improvement, AND students are consistently able to identify their strengths and struggles and accurately articulate their personal journey developing toward achieving the school mission.
1.4 Eliminating barriers to learning	A. Wrap-around services	The school fails to implement systems to address student socio-emotional needs.	The school leader rarely develops and implements systems that function in identifying students' needs, providing wrap around services, e.g. group therapy, individual counseling, frequent check-in's, monitoring progress, and adjusting strategy as needed.	The school leader inconsistently develops and implements systems that function in identifying students' needs, providing wrap around services, e.g. group therapy, individual counseling, frequent check-in's, monitoring	The school leader develops and consistently implements systems that function in identifying students' needs, providing wrap around services, e.g. group therapy, individual counseling, frequent check in's, monitoring	The school leader ensures that team members can develop and consistently implement systems that function in identifying students' needs, providing wrap around services, e.g. group therapy, individual counseling, frequent check in's, monitoring progress, and uses data to inform decision making.

				progress, and adjusting strategy as needed.	progress, and uses data to inform decision making.	
	B. Advisory program	The school leader fails to implement an advisory program that builds students' social skills, college-knowledge, and career readiness, AND teachers do not implement advisory so that students graduate with multiple college options.	The school leader inconsistently implements an advisory program that builds students' social skills, college-knowledge, and career readiness, AND teachers inconsistently implement advisory so that students graduate with multiple college options.	The school leader inconsistently implements an advisory program that builds students' social skills, college-knowledge, and career readiness, OR teachers inconsistently implement advisory so that students graduate with multiple college options	The school leader consistently implements an advisory program that builds students' social skills, college-knowledge, and career readiness, AND teachers consistently implement advisory so that students graduate with multiple college options	Stakeholders execute and support peers to execute systems advisory program that builds students' social skills, college-knowledge, and career readiness, AND teachers inconsistently implement advisory so that students graduate with multiple college options
	C. Discipline and restorative practices	The school leader does not implement a systematic discipline and restorative program that creates a safe environment by focusing on conflict resolution and restorative practices, so that suspensions and expulsions are reduced.	The school leader rarely implements a systematic discipline and restorative program that creates a safe environment by focusing on conflict resolution and restorative practices, so that suspensions and expulsions are reduced.	The school leader inconsistently implements a systematic discipline and restorative program that creates a safe environment by focusing on conflict resolution and restorative practices, so that suspensions and expulsions are reduced.	The school leader consistently implements a systematic discipline and restorative program that creates a safe environment by focusing on conflict resolution and restorative practices, so that suspensions and expulsions are reduced.	The school leader, teacher leaders, and students leaders consistently implement a systematic discipline and restorative program that creates a safe environment by focusing on conflict resolution and restorative practices, so that suspensions and expulsions are reduced.

Domain II: Engaged Parents and Communities

Standard	Indicator	Level I	Level II	Level III	Level IV	Level V
2.1 Parent education and engagement	A. Family communication	The school leader does not communicate with parents using a variety of methods, e.g. personal calls, automated calls, email, Facebook, resulting in a low level of parent satisfaction.	The school leader rarely communicates with parents using a variety of methods, e.g. personal calls, automated calls, email, Facebook, resulting in a low level of parent satisfaction.	The school leader infrequently communicates with parents using a variety of methods, e.g. personal calls, automated calls, email, Facebook, resulting in a moderate level of parent satisfaction.	The school leader OR teachers frequently communicates with parents using a variety of methods, e.g. personal calls, automated calls, email, Facebook, resulting in a high level of parent satisfaction.	The school leader AND teachers frequently communicates with parents using a variety of methods, e.g. personal calls, automated calls, email, Facebook, resulting in a high level of parent satisfaction.
	B. Customer service	The school leader is not customer-service oriented by responding to communication in an untimely manner, creating an unwelcoming environment for visitors, AND inconsistently resolving school-level conflict effectively and efficiently.	The school leader is rarely customer-service oriented by responding to communication in an untimely manner, creating an unwelcoming environment for visitors, AND inconsistently resolving school-level conflict effectively and efficiently.	The school leader is inconsistently customer-service oriented by responding to communication in a timely manner, creating a welcoming environment for visitors, OR inconsistently resolving school-level conflict effectively and efficiently.	The school leader OR staff members are consistently customer-service oriented by responding to communication in a timely manner, creating a welcoming environment for visitors, and resolving school-level conflict effectively and efficiently.	The school leader AND staff members are consistently customer-service oriented by responding to communication in a timely manner, creating a welcoming environment for visitors, and resolving school-level conflict effectively and efficiently.
	C. Family education	The school leader does not provide parents with education opportunities to support their student achieving the mission, e.g. FAFSA nights, parent-teacher conferences, grade-level meetings, OR does not provide opportunities to support their development, e.g. parenting workshops, job fairs, health classes, so that few families participate.	The school leader rarely provides parents with education opportunities to support their student achieving the mission, e.g. FAFSA nights, parent-teacher conferences, grade-level meetings, OR rarely provides opportunities to support their development, e.g. parenting workshops, job fairs, health classes, so that few families participate.	The school leader inconsistently provides parents with education opportunities to support their student achieving the mission, e.g. FAFSA nights, parent-teacher conferences, grade-level meetings, OR inconsistently provides opportunities to support their development, e.g. parenting workshops, job fairs, health classes, with around half of families participating.	The school leader provides parents with education opportunities to support their student achieving the mission, e.g. FAFSA nights, parent-teacher conferences, grade-level meetings, and with opportunities to support their development, e.g. parenting workshops, job fairs, health classes, so that the majority of families participate.	The school leader works with parents and the community to provide parent-led opportunities for parents to support their student achieving the mission, e.g. FAFSA nights, parent-teacher conferences, grade-level meetings, and with opportunities to support their development, e.g. parenting workshops, job fairs, health classes, so that the majority of families participate.
2.2 Community engagement	A. Community partners	The school leader does not recruit and engage community partners AND community partners do not achieve their objectives.	The school leader recruits and engages few community partners AND community partners do not achieve their objectives.	The school leader recruits and engages some community partners OR community partners inconsistently achieve their objectives.	The school leader recruits and engages a network of community partners OR community partners effectively achieve their objectives.	The school leader recruits and engages a network of community partners AND community partners effectively achieve their objectives.
	B. Cultivates a recognizable brand	The school leader fails to cultivate a positive and consistent identity for the school and Green Dot within the community, including a recognizable brand, AND stakeholders do not report pride in the school and support of Green Dot.	The school leader inconsistently cultivates a positive and consistent identity for the school and Green Dot within the community, including a recognizable brand, AND stakeholders inconsistently report pride in the school and support of	The school leader inconsistently cultivates a positive and consistent identity for the school and Green Dot within the community, including a recognizable brand, OR stakeholders inconsistently report	The school leader cultivates a positive and consistent identity for the school and Green Dot within the community, including a recognizable brand so that stakeholders report pride in the school and support of Green Dot.	The school leader enlists stakeholders to create and execute a positive and consistent identity for the school and Green Dot within the community. The brand is recognizable, and stakeholders report pride in their leadership role with this process.

			Green Dot.	pride in the school and support of Green Dot.		

Domain III: Highly Effective Employees

Standard	Indicator	Level I	Level II	Level III	Level IV	Level V
3.1 Cultural leadership	A. Staff relationships	The school leader fails to build strong professional relationships that are respectful and positive AND fails to engages in crucial conversations when needed.	With some staff members, the school leader builds strong professional relationships that are respectful and positive OR engages in crucial conversations when needed.	With some staff members, the school leader builds strong professional relationships that are respectful and positive AND engages in crucial conversations when needed.	With most staff members, the school leader builds strong professional relationships that are respectful and positive AND engages in crucial conversations when needed.	The school leader cultivates a culture where staff have strong professional relationships with one another that are respectful and positive AND staff engages in crucial conversations with each other when needed.
	B. Staff communication	The school leader rarely communicates with staff AND staff rarely understands the mission, goals, strategy, and operations of the school.	The school leader inconsistently communicates with staff AND staff inconsistently understands the mission, goals, strategy, and operations of the school.	The school leader inconsistently communicates with staff OR staff inconsistently understands the mission, goals, strategy, and operations of the school.	The school leader consistently communicates with staff AND staff understands the mission, goals, strategy, and operations of the school.	The school leader cultivates a community where staff members communicate consistently and staff can support one another to understands the mission, goals, strategy, and operations of the school.
	C. Staff rituals	The school leader does not develop and implement staff rituals that bring joy to the staff, are mission-aligned and bring a high level of staff satisfaction.	The school leader rarely develops and implements staff rituals that bring joy to the staff, are mission-aligned and bring a high level of staff satisfaction.	The school leader inconsistently develops and implements staff rituals that bring joy to the staff, are mission-aligned and bring a high level of staff satisfaction.	The school leader develops and consistently implements staff rituals that bring joy to the staff, are mission-aligned, and bring a high level of staff satisfaction.	The school leader develops and consistently implements staff rituals that bring joy to the staff, are mission-aligned, and bring a high level of staff satisfaction AND staff members demonstrate shared ownership of these.
3.2 Instructional leadership	A. Teacher coaching	The school leader does not improve teachers' practice through classroom observations and implementation of multiple coaching strategies, e.g. do it again, co-teaching, co-planning, modeling, and real-time coaching.	The school leader improves few teachers' practice through classroom observations and implementation of multiple coaching strategies, e.g. do it again, co-teaching, co-planning, modeling, and real-time coaching.	The school leader improves some teachers' practice through classroom observations and implementation of multiple coaching strategies, e.g. do it again, co-teaching, co-planning, modeling, and real-time coaching.	The school leader improves most teachers' practice through classroom observations and implementation of multiple coaching strategies, e.g. do it again, co-teaching, co-planning, modeling, and real-time coaching.	All of level VI AND develops the skills of other teachers to coach and develop other teachers and fosters an environment that facilitates this.
	B. Data-driven leadership	The school leader fails to engage in data-driven analysis with staff and leadership teams AND fails to set or monitor progress toward goals.	The school leader inconsistently engages in data-driven analysis with all staff and leadership teams to strategically improve student achievement and school culture AND the team leader inconsistently sets and monitors progress toward feasible and ambitious goals.	The school leader inconsistently engages in data-driven analysis with all staff and leadership teams to strategically improve student achievement and school culture OR the team leader inconsistently sets and monitors progress toward feasible and ambitious goals.	The school leader consistently engages in data-driven analysis with staff and leadership teams to strategically improve student achievement and school culture by setting and monitoring progress toward feasible and ambitious goals.	The school leader cultivates a culture where team members own both processes for data-driven analysis and monitoring progress toward feasible and ambitious goals.

	C. Teacher leadership	The school leader does not build teacher leadership teams AND leadership teams do not develop professional development and manage school systems so that teachers improve their practice.	The school leader inconsistently develops teacher leadership teams, OR teacher leadership teams inconsistently develop professional development and manage school systems so that teachers improve their practice.	The school leader inconsistently develops teacher leadership teams, AND teacher leadership teams inconsistently develop professional development and manage school systems so that teachers improve their practice.	The school leader consistently develops teacher leadership teams, OR teacher leadership teams consistently develop professional development and manage school systems so that teachers improve their practice.	The school leader consistently develops teacher leadership teams, AND teacher leadership teams consistently develop professional development and manage school systems so that teachers improve their practice.
	D. Professional development	The school leader's professional development fails to effectively demonstrates <i>any</i> of the following: aligns to the needs of the school, has a measurable objective, includes opportunities for practice, and has a plan for follow up and support.	The school leader's professional development consistently and effectively demonstrates <i>one</i> of the following: aligns to the needs of the school, has a measurable objective, includes opportunities for practice, and has a plan for follow up and support.	The school leader's professional development consistently and effectively demonstrates <i>two</i> of the following: aligns to the needs of the school, has a measurable objective, includes opportunities for practice, and has a plan for follow up and support.	The school leader's professional development consistently and effectively demonstrates <i>three</i> of the following: aligns to the needs of the school, has a measurable objective, includes opportunities for practice, and has a plan for follow up and support.	The school leader's professional development consistently and effectively demonstrates <i>all</i> of the following: aligns to the needs of the school, has a measurable objective, includes opportunities for practice, and has a plan for follow up and support.
3.3 Personal leadership	A. Strategic planning	The school leader does not problem solve or strategically think by identifying potential obstacles, articulating the outcome, identifying resources, and developing a system to address the obstacle.	The school leader rarely demonstrates proactive problem solving and strategic thinking by identifying potential obstacles, articulating the outcome, identifying resources, and developing a system to address the obstacle.	The school leader inconsistently demonstrates proactive problem solving and strategic thinking by identifying potential obstacles, articulating the outcome, identifying resources, and developing a system to address the obstacle.	The school leader consistently demonstrates proactive problem solving and strategic thinking by identifying potential obstacles, articulating the outcome, identifying resources, and developing a system to address the obstacle.	The school leader ensures that team members problem solve and strategically think by identifying potential obstacles, articulating the outcome, identifying resources, and developing a system to address the obstacle.
	B. Task management	The school leader fails prioritizes tasks, uses time ineffectively and inefficiently, AND deadlines are rarely met.	The school leader inconsistently prioritizes tasks so that time is used effectively and efficiently AND deadlines are inconsistently met.	The school leader consistently prioritizes tasks so that time is used effectively OR efficiently and deadlines are consistently met.	The school leader consistently prioritizes tasks so that time is used effectively and efficiently AND deadlines are consistently met.	The school leader ensures that team members consistently prioritize tasks so that time is used effectively and efficiently deadlines are consistently met.
	C. Delegation	The school leader rarely delegate tasks to the appropriate staff member AND the level of support is inadequate so that tasks are infrequently completed.	The school leader rarely delegates tasks to the appropriate staff member OR the level of support is inadequate so that tasks are infrequently completed.	The school leader inconsistently delegates tasks to the appropriate staff member AND the level of support is inconsistently appropriate so that the tasks are completed.	The school leader consistently delegates tasks to the appropriate staff member AND the level of support is appropriate so that tasks are completed.	The school leader ensures that team members consistently delegates tasks to the appropriate staff member AND the level of support is appropriate so that tasks are completed.
	D. Organizational leadership	The school leader fails to demonstrates Green Dot core values and Leading Green Principles AND fails to coach staff members to demonstrate	The school leader inconsistently demonstrates Green Dot core values and Leading Green Principles AND inconsistently coaches staff members to	The school leader consistently demonstrates Green Dot core values and Leading Green Principles OR consistently	The school leader consistently demonstrates Green Dot core values and Leading Green Principles OR consistently coaches staff members to	Team members consistently demonstrate Green Dot core values and Leading Green Principals AND support one another to live these values.

		these.	demonstrate these.	coaches staff members to demonstrate these.	demonstrate these.	
3.4 Performance managemen t	A. Staff coaching	The school leader does not develop direct-report staff members through a coaching cycle that includes frequent observations, coaching sessions, and feedback implementation monitoring.	The school leader rarely develops direct-report staff members through a coaching cycle that includes frequent observations, coaching sessions, and feedback implementation monitoring.	The school leader inconsistently develops direct-report staff members through a coaching cycle that includes frequent observations, coaching sessions, and feedback implementation monitoring.	The school leader consistently develops direct-report staff members through a coaching cycle that includes frequent observations, coaching sessions, and feedback implementation monitoring.	The school leader ensures that team members develop direct-report staff members through a coaching cycle that includes frequent observations, coaching sessions, and feedback implementation monitoring.
	B. Staff feedback implementation	Staff members rarely implement the feedback received in coaching sessions so that her or his practice continuously improves, AND the school leader rarely remediates underperforming staff members resulting in improved performance or termination.	Staff members inconsistently implement the feedback received in coaching sessions so that her or his practice continuously improves, OR the school leader inconsistently remediates underperforming staff members resulting in improved performance or termination.	Staff members consistently implement the feedback received in coaching sessions so that her or his practice continuously improves, OR the school leader remediates underperforming staff members resulting in improved performance or termination.	Staff members consistently implement the feedback received in coaching sessions so that her or his practice continuously improves, AND the school leader remediates underperforming staff members resulting in improved performance or termination.	The school leader ensures that team members provide feedback that is implemented to continuously improve practice AND team members are equipped to support underperforming staff resulting in improved performance or termination.

Domain IV: Effective School Model

Standard	Indicator	Level I	Level II	Level III	Level IV	Level V
4.1 Finance	A. School budget	The school leader fails to manage and execute a budget that aligns to the school mission and is financially sustainable or progressing toward financial sustainably.	The school leader rarely manages and executes a budget that aligns to the school mission and is financially sustainable or progressing toward financial sustainably.	The school leader occasionally manages and executes a budget that aligns to the school mission and is financially sustainable or progressing toward financial sustainably.	The school leader consistently manages and executes a budget that aligns to the school mission and is financially sustainable or progressing toward financial sustainability.	The school leader ensures that stakeholders understand the budget and support the successful execution of a budget that aligns to the school mission and is financially sustainable or progressing toward financial sustainability.
	B. Student recruitment	The school leader fails to develop a recruitment team AND fails to executes a recruitment strategy.	The school leader develops a recruitment team that rarely includes students, staff, and external stakeholders, AND executes a recruitment strategy that includes limited methods of enrolling new students, both an incoming class and transfer students, so that enrollment goals are achieved.	The school leader develops a recruitment team that rarely includes students, staff, and external stakeholders, OR executes a recruitment strategy that includes limited methods of enrolling new students, both an incoming class and transfer students, so that enrollment goals are achieved.	The school leader develops a recruitment team that includes students, staff, and external stakeholders, AND executes a recruitment strategy that includes multiple methods of enrolling new students, both an incoming class and transfer students, so that enrollment goals are achieved.	School stakeholders understand and execute a recruitment strategy that includes multiple methods of enrolling new students, both an incoming class and transfer students, so that enrollment goals are achieved.
	C. Student retention	The school leader fails to plan and executes a student retention strategy.	The school leader plans and executes a student retention strategy that includes very few methods of retaining current students at all grade levels so that enrollment goals are achieved.	The school leader plans and executes a student retention strategy that includes only some methods of retaining current students at all grade levels so that enrollment goals are achieved.	The school leader plans and executes a student retention strategy that includes multiple methods of retaining current students at all grade levels so that enrollment goals are achieved.	School stakeholders understand and execute a student retention strategy that includes multiple methods of retaining current students at all grade levels so that enrollment goals are achieved. .
4.2 Operations	A. School-based operations	The school leader fails to plan, execute, or involve a team in operational systems that are efficient and effective, e.g. attendance procedure, staff reporting absence.	The school leader rarely plans, executes, and involves a team in operational systems that are efficient and effective, e.g. attendance procedure, staff reporting absence.	The school leader occasionally plans, executes, and involves a team in operational systems that are efficient and effective, e.g. attendance procedure, staff reporting absence.	The school leader plans, executes, and involves a team in operational systems that are efficient and effective, e.g. attendance procedure, staff reporting absence.	Under the direction of the school leader, team members plan, execute, and involve a team in operational systems that are efficient and effective, e.g. attendance procedure, staff reporting absence.
	B. Vendor management	The school leader fails to cultivate relationships with vendors, e.g. janitorial services, transportation services, security services, AND fails to proactively problem solve to build a safe and clean	The school leader inconsistently cultivates relationships with vendors, e.g. janitorial services, transportation services, security services, AND inconsistently exhibits proactive problem solving to build a safe and clean	The school leader inconsistently cultivates relationships with vendors, e.g. janitorial services, transportation services, security services, OR inconsistently exhibits proactive problem solving to build a safe and clean environment.	The school leader cultivates relationships with vendors, e.g. janitorial services, transportation services, security services, AND proactively problem solves to build a safe and clean environment.	Under the direction of the school leader, team members cultivate relationships with vendors, e.g. janitorial services, transportation services, security services, AND proactively problem solve to build a safe and clean

		environment.	environment.			environment.
	C. College- going environment	The school leader fails to maintain a physical environment that communicates the mission of the school, e.g. college banners, student work, and a welcoming environment for students, staff, and visitors, e.g. clear signage.	The school leader rarely maintains a physical environment that communicates the mission of the school, e.g. college banners, student work, and a welcoming environment for students, staff, and visitors, e.g. clear signage.	The school leader inconsistently maintains a physical environment that communicates the mission of the school, e.g. college banners, student work, and a welcoming environment for students, staff, and visitors, e.g. clear signage.	The school leader maintains a physical environment that communicates the mission of the school, e.g. college banners, student work, and a welcoming environment for students, staff, and visitors, e.g. clear signage.	Under the direction of the school leader, team members maintain a physical environment that communicates the mission of the school, e.g. college banners, student work, and a welcoming environment for students, staff, and visitors, e.g. clear signage.
4.3 Legal and compliance	A. Legal compliance	The school leader fails to meet legal requirements, e.g. IDEA, FERPA, mandated reporting.	The school leader rarely meets legal requirements, e.g. IDEA, FERPA, mandated reporting.	The school leader inconsistently meet legal requirements, e.g. IDEA, FERPA, mandated reporting.	The school leader and staff consistently meet legal requirements, e.g. IDEA, FERPA, mandated reporting.	The school leader and staff consistently meet legal requirements, e.g. IDEA, FERPA, mandated reporting.
	B. District and CMO compliance	The school leader fails to adhere to the policies of the district and/or Green Dot <i>AND</i> fails to meet reporting deadlines.	The school leader inconsistently adheres to the policies of the district and/or Green Dot <i>AND</i> inconsistently meets all reporting deadlines free of error.	The school leader inconsistently adheres to the policies of the district and/or Green Dot <i>OR</i> inconsistently meets all reporting deadlines free of error.	The school leader consistently meets the policies of the district and/or Green Dot and meets all reporting deadlines free of error.	The school leader ensures that all stakeholders consistently meet the policies of the district and/or Green Dot and meet all reporting deadlines free of error.

Attachment 9. Financial plan workbook

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	FY21B	FY22F	FY23F	FY24F	FY25F	FY26F
King MS	0	640	615	615	615	615
Total Expenses						
King MS	\$808,096	\$6,719,282	\$6,678,739	\$6,828,190	\$7,065,423	\$6,895,933
Home Office	\$1,029,472	\$1,049,555	\$1,076,610	\$1,100,573	\$1,125,137	\$1,150,320
Total Expenses	\$1,837,567	\$7,768,837	\$7,755,349	\$7,928,763	\$8,190,560	\$8,046,253
Per pupil expenses	N/A	\$12,139	\$12,610	\$12,892	\$13,318	\$13,083

<i>King MS</i>		OUTYEAR PROJECTION					
520	TX1	5-Year Forecast Output					
ACCT	Account	FY21B	FY22F	FY23F	FY24F	FY25F	FY26F
ADM		0	640	615	615	615	615
	Certificated Salaries	475,000	2,738,700	2,793,474	2,849,343	2,906,330	2,964,457
	Certificated Overtime, Bonuses, and Stipends	2,250	26,010	26,530	27,061	27,602	28,154
	Substitute Services	-	117,912	120,270	122,676	125,129	127,632
	Classified Salaries	117,500	325,176	331,680	338,313	345,079	351,981
	Classified Overtime, Bonuses, and Stipends	4,350	36,720	37,454	38,203	38,968	39,747
	Summer School & Summer Bridge	-	22,032	22,473	22,922	23,381	23,848
	Certificated & Classified Benefits	124,969	790,888	829,855	862,328	896,244	931,672
	Total Personnel Costs	724,069	4,057,438	4,161,736	4,260,846	4,362,733	4,467,491
	Classroom and Academic	-	159,283	156,122	159,245	162,430	165,678
	Office Supplies	-	143,616	140,766	143,581	146,453	149,382
	Employee Related	4,191	70,078	69,815	71,211	72,636	74,088
	Student Related	-	744,004	729,240	743,825	758,702	773,876
	IT & Other Noncap Equipment	4,836	254,963	124,759	127,254	213,799	132,395
	Facilities	-	726,767	741,294	756,120	771,243	544,046
	Services	75,000	350,612	346,703	353,637	360,710	367,924
	Non-Discretionary	-	212,521	208,304	212,470	216,719	221,054
	Total Operating Costs	84,026	2,661,844	2,517,003	2,567,343	2,702,690	2,428,442

<i>GPDS TX HO</i>		OUTYEAR PROJECTION					
509	TXHO	5-Year Forecast Output					
ACCT	Account	FY21B	FY22F	FY23F	FY24F	FY25F	FY26F
	Home Office Salaries	730,000	744,600	759,492	774,682	790,175	805,979
	Home Office Benefits	160,795	163,529	172,574	178,341	184,339	190,578
	Total Personnel Costs	890,795	908,129	932,066	953,023	974,515	996,557
	Employee Related	104,540	106,606	109,027	111,324	113,672	116,073
	IT & Other Noncap Equipment	4,137	4,220	4,304	4,390	4,478	4,568
	Services	30,000	30,600	31,212	31,836	32,473	33,122
	Total Operating Costs	138,677	141,426	144,543	147,550	150,623	153,763

Attachment 10. Financial plan narrative

Overview

As a national organization with more than 20 years of experience operating schools in different settings, Green Dot has refined its model to be lean, replicable, and student-centered. Our schools are real-world incubators of education innovation: they serve students with the same backgrounds and special needs as at traditional schools, and we partner with traditional school districts nationwide to turnaround low-performing schools in persistently low-income neighborhoods. Through our experience operating in multiple states we have learned the true complexities of replicating a successful model in a new setting while remaining responsive to the unique needs of each school community. Grounded in realistic assumptions and lessons learned from Green Dot's history of growth and innovation, our proposed budget reflects this nuance.

The budget aligns with Green Dot's academic and operational model, which is designed to drive student achievement. The majority of the King MS investments are in personnel, given that ensuring quality teaching and instruction is one of the four major pillars of Green Dot's academic model. Given Green Dot's commitment to serving all students, the school budget includes personnel support and contracted services to ensure SPED students, English as a Second Language (ESL) students, and at-risk students are well-served. In addition, the school budget has investments in rigorous curriculum, intervention programs, technology access for students, and counseling as part of college-going culture and high expectations for all.

The budget makes purposeful decisions around which back-office services to provide locally to enable strong stakeholder relationships and on-the-ground responsiveness by establishing a regional home office in Texas. As part of Green Dot's national network, King MS will also access high-quality, low-cost centralized back-office support from Green Dot Public Schools National (GDPSN). A regional services agreement, which will define the services provided by GDPSN and aligned fees, will be approved by both the GDPSN Board of Directors and the Board of Directors of the new Green Dot nonprofit organization in Texas, once formed.

Student Enrollment and Revenue Projections

King MS will continue to serve students in grades 6 through 8 in attendance zone 043. Based on discussions with BISD staff, Green Dot assumes that students that are currently enrolled at King MS will remain enrolled. In SY19-20, King MS had approximately 690 total students enrolled. The school expects to lose 25 students per year for 3 years (SY20-21, SY21-22, SY22-23) due to the expansion of Pietzsch-MacArthur ES to serve grades 6-8. King MS will reach steady-state enrollment in SY22-23 with approximately 615 total students. Based on assessments of enrollment and demographic trends, we believe district enrollment will remain steady and, therefore, so will enrollment at King MS once the shift in enrollment patterns fully plays out.

Other Revenue Sources

To implement our model successfully, we anticipate the need to secure additional funds to cover startup and planning costs in Year 0. The budget assumes that BISD will apply for state funding to help with planning year personnel costs and start-up expenses, such as technology. The budget assumes being awarded \$1,500,000 through the School Action Fund . The GDPSN Development team has developed a fundraising strategy to generate the remaining philanthropic support of \$337,567.

Anticipated Expenditures

We have developed realistic school-site and home office assumptions based on Green Dot's historical experience at current schools; discussions with Beaumont Independent School District and their consultants; the Menu of Services provided together with this application as part of the call for proposal; review of the district partnership agreement of Phalen Leadership Academy in Beaumont and others in other districts; discussions with organizations currently

operating in Texas; state and district documents. If our application advances to the *Interviews & Shared Due Diligence* stage of the Call for Quality Schools, we will work with the district and the school to refine the budget based on BISD staff insight, more precise King MS data where we used estimates, and historical/local expenditure data.

We have estimated the cost of implementing its model at King MS at \$12,139 per-pupil in FY22. To arrive at the per-pupil revenue rate, the total cost of expenditures has been divided by projected enrollment. We believe this revenue figure enables a sustainable operating budget, which will enable us to successfully implement an academic model that will drive student outcomes at King MS. Unless otherwise noted, the budget has planned for cost growth of 2% annually across all items.

Our budget incorporates the cost of the following:

- School site and home office personnel salaries and benefits, where applicable, including substitute staff and stipend roles
- Classroom and academic materials, including textbooks and educational software licenses
- Office supplies and costs, including copying, printing, and postage
- Professional development costs including contracts, conference fees, travel, and food
- Student laptops
- Staff laptops, cell phones with contracts, and other basic employee costs
- IT costs, including software, wifi network and security
- Copier contract
- Facility costs including custodial services, routine maintenance, grounds, and utilities but excluding capital repairs
- Student transportation services
- Student services, including SPED services, 504 support, and Campus Improvement Plan Service
- Contracted services for recruitment and instructional supports
- Security services
- Student and staff recruitment costs
- Legal and audit costs
- Athletic program costs

Our budget assumes that BISD will provide the following:

- School facility and furniture
- Daily breakfast and lunch service
- Athletic equipment
- Capital repairs

I. King MS Anticipated Expenditures

Personnel Expense Assumptions

Personnel expenses are the largest anticipated expense comprising approximately 60% of the school's annual expenses. The specific positions and number of positions for each role are listed below as well as in the budget. Staffing is based on research on peer school models and Green Dot's experience in middle schools since 2010. Personnel are key in implementing Green Dot's theory of action – additional ELA and math teachers allow for smaller class sizes, SPED and ESL teachers ensure students receive the specialized supports they need; 3 counselors ensure students are receiving the appropriate attention to support academic achievement; 3 administrators allow for focused instructional leadership at the school. However, we recognize each school may have different needs and the

staffing model may be adjusted based on the needs of the student population. Please see [Attachment 4](#) for details on roles and responsibilities.

Role	Year 0	Year 1+
Teachers	3	34
Administrators	3	3
Counselors	0	3
Director of Finance & Operations	1	1
School Operations Manager (SOM)	0.3	1
Office Coordinator	0	1
Campus Aide	0	2
Instructional Aide (SPED/EL)	0	3
Total Employees	7.3	48

Department	# Teachers (Year 1+)
English	9
Math	5
Science	5
Social Studies	4
Elective	4
SPED	4
ESL	3
Total Teachers	34

The budget workbook uses salaries based on benchmarking to Texas districts and peer operators and based on Green Dot's compensation philosophy.

We have budgeted for all certificated personnel to participate in the state retirement program. Additionally, the budget includes Medicare employer contributions at 1.45%, worker's compensation at 0.5% of employee compensation, and unemployment benefits of \$300 per employee. Healthcare for every full-time employee is budgeted at \$10,000. Green Dot has also budgeted for healthcare costs to increase with 5% cost inflation each year. Green Dot currently covers approximately 80% of an employee's health insurance based on its current employer/employee contribution split and employee elections from fall enrollment. This employer / employee contribution split could change over time if needed.

In addition, stipends are included for Summer Bridge programming, athletics, and other situations as needed.

Operating Expense Assumptions

Classroom and Academic: Based on anticipated curricular needs at King MS and on historical experience at Green Dot schools, the budget includes \$244/student for student-related academic and testing materials. This amount is relatively low given the heavy use of open source curriculum and, as such, we have budgeted for additional internal printing costs.

Office Supplies: Based on anticipated curricular needs at King MS and on historical experience at Green Dot schools, we budgeted \$220 per student in office supplies, including materials, supplies, printing and copying, and postage. This includes significant printing costs for curricular materials.

Employee Related: Green Dot provides the majority of professional development internally. We believe that the school leader should be the instructional leader for the school and as such the admin team provides PD. We have budgeted for a small amount of external professional development at a rate of \$578 per FTE including the cost of travel and fees. A small stipend for food and access to resources via membership in professional organizations is also included in the budget.

Student Related:

Transportation: Green Dot will continue to provide transportation to general education and special education students using current district routes. We have estimated the following costs using the district's Menu of Services and the current number of bus routes: 7 Gen Ed bus routes at \$349.89 per day and 3 SPED bus routes at \$349.89 per day, plus 1 bus monitor per SPED bus at \$86.30 per day. We have budgeted \$676,323, which works out to \$1,100 per pupil. This figure is double what we have seen nationally, and we would work to identify efficiencies to reduce costs while maintaining service to students.

In addition, Green Dot has budgeted \$40 per pupil for special events transportation. We anticipate having 1 field trip per grade per semester, totalling 6 field trips per year.

IT & Other Noncap Equipment:

Technology for Student and Instructional Use: In order to meet the technology needs of core and intervention classes as well as accommodate all students for online state testing and the likelihood of continued distance learning, we plan to have a 1:1 student to device ratio. We assume King MS has 336 Chromebooks, based on BISD staff information. We budgeted \$104,000 to purchase the remaining 280 chromebooks, along with a replacement cycle of 3 years, and 10 carts to store the devices. We also budgeted \$60 per pupil for non-educational software licenses.

Technology for Staff and Other Uses: Recurring technology and equipment costs include wifi network and security, internet and telephone fees, Workday ERP/ERM and basic IT licenses, laptops for all staff except campus aides, and cell phone costs for administrators and the School Operations Manager, budgeted at \$858 per FTE. Green Dot will leverage E-Rate discounts for wireless costs, to ensure that each classroom has a high-density wireless access point capable of holding 60-70 connections simultaneously and is able to accommodate all state mandated assessments. In our experience, contracting with a high-quality vendor for leasing and maintaining a copier costs \$6,800 per copier annual, and 3 copiers are needed for a school of this size. One-time technology and equipment costs include a dedicated server for the school.

Facilities: Green Dot anticipates utilizing the existing King MS facility. We assume that the facility is owned by BISD, is code compliant, and will meet requirements to serve King MS students successfully. Based on BISD's Menu of Services information from district staff, and benchmarking to Green Dot's schools of a similar size, Green Dot has budgeted \$224,145 for custodial services and \$79,394 for routine maintenance, grounds maintenance, and materials. The budget also includes \$423,228 for utilities, based on the school's current expenditures. This figure is double what we have seen nationally, and we would work to identify efficiencies to reduce costs while maintaining service to students. We expect that BISD will provide capital repairs.

Services:

Contracted Services: We anticipate contracting with external vendors for additional student supports such as Safe and Civil, instructional supports such as Instruction Partners, and advertising for recruitment of staff and students. The budget includes \$75,000 for contracted services. Green Dot anticipates contracting for student health services with BISD. Based on the district's Menu of Services, this is budgeted at \$325 per student for the cost of Registered Nurse (RN) health services and duties and responsibilities of these services, health service supplies, and health software access.

Athletics Program: Green Dot plans to participate in athletics based on student interest. We have budgeted for 150 students participating across 4 sports. Athletics expenses consist of providing stipends to coaches, transportation, equipment and uniforms, league membership dues, annual banquets, and referee costs; only annual maintenance costs have been included, under the assumption some level of equipment and supplies are available at King MS already. We assume that students will pay a \$60 participation/fundraising fee for their first sport and \$30 for their second sport. Coach stipends are budgeted within the classified stipends, and all other costs are budgeted at \$24 per-pupil.

Security: The security of Green Dot students and staff is paramount. Green Dot has included the costs of contracting with security services at \$71 per student.

Non-Discretionary:

Student Services: Green Dot anticipates contracting for special education services with BISD. We have estimated the following costs using the district's Menu of Services and estimated student need. We have budgeted \$135,000 for diagnostic services for evaluation and write-up of full and individual evaluation of 60 students (estimated SPED population of King MS) \$150 per hour per evaluator for 2 hours; \$18,000 for Speech pathology, OT, PT, Special Education Counseling, Dyslexia, and Remediation at \$125 per hour for 1.5 hours weekly for 20 students; \$5,000 for 504 support; \$500 for Plan4Learning; and \$2,355 for Eduphoria, under that assumption that it is a requirement for professional development tracking for certification renewal.

Insurance: Green Dot has budgeted \$64 per student in insurance, based on our historical experience.

II. Home Office Anticipated Expenditures

Given that this would be Green Dot's first school in Southeast Texas, some of these expenses are required for the establishment of an effective Home Office. This is an indication of our commitment to partnering with the King MS and broader Beaumont community. If we were to scale in the region, many of these costs, including personnel, would not double. Something we have learned in our work nationally is that paying attention to feeder patterns and ensuring continuity of practice and rigor of middle school through high school would be advisable, and we can also achieve scale in our support model.

Personnel Expense Assumptions

Personnel expenses are the largest anticipated expense comprising approximately 90% of the home office's expenses on an annual basis. The specific positions and number of positions for each role are listed below as well as in the budget workbook. Staffing is based on Green Dot's experience as national school operator, which has resulted

in lessons on how to maximize efficiency and quality of service by splitting services between regional and national home offices. Where possible, we centralize support to achieve economies of scale; where experience tells us that it is critical to maximize local knowledge and relationships, our model prioritizes staffing at a home office near the school. However, we recognize each school may have different needs and the staffing model may be adjusted based on the needs of the student population. Please see [Attachment 4](#) for details on roles and responsibilities.

Role	Year 0	Year 1+
Executive Director	1	1
Regional Directors	2	2
Regional Associates	1	1
Finance & Accounting	1	1
Human Resources	0.5	1
Information Technology	0.5	1
Total Employees	6	7

The budget workbook uses salaries based on benchmarking to Texas districts and peer operators and based on Green Dot's compensation philosophy.

The budget includes Medicare employer contributions at .145%, worker's compensation at 0.5% of employee compensation, unemployment benefits of \$300 per employee, and a 4% employee match for 401k. Healthcare for every full-time employee is budgeted at \$10,000. We also budgeted for healthcare costs to increase with 5% cost inflation included for each year. Green Dot currently covers approximately 80% of an employee's health insurance based on its current employer/employee contribution split and employee elections from fall enrollment. This employer / employee contribution split could change over time if needed.

Operating Expense Assumptions

Employee Related: As mentioned, personnel are key in implementing Green Dot's theory of action, and we provide the majority of professional development internally. As a result, we anticipate investing in travel for professional development between the regional and national Home Offices. The trips will entail a robust agenda of training, coaching, and observation of best practices. In our experience, it is critical to maintain a strong connection between regional and national staff to enable collaboration and ensure mission-alignment in driving meaningful outcomes for students at schools. The budget includes \$30,000 per Home Office per year.

IT & Other Noncap Equipment: We have budgeted for purchase and maintenance of necessary staff equipment including laptops, Workday ERP/ERM and basic IT licenses, and cell phone costs for Home Office staff at 5% of FTE employee costs.

Services: Green Dot shares the auditing contract costs across the network, therefore we have budgeted \$5,000 for an annual audit. We have been advised to retain our own legal counsel, as well as anticipating a portion of legal costs to be passed along from the district. The budget includes \$25,000 for legal services.

Attachment 11. Sample of instructional plans

8th Grade Math Course at a Glance

Semester 1	Start/End Date
Unit 1 Rigid Transformations and Congruence	Aug 12 - Sep 12
Unit 2 Dilations, Similarity, and Introducing Slope	Sept 13 - Oct 1
Unit 3 Linear Relationships	Oct 2 - Oct 30
Unit 4 Linear Equations and Linear Systems	Oct 31 - Dec 3
Unit 5 Functions and Volume **final exam ML Sept 1	Dec 4 - Jan 28
**Dates allotted for assessments are in RED	
**Dates in Grey are no school days	

Semester 2	Start/End Date
Unit 7 Exponents and Scientific Notation	Jan 29 - Feb 25
Unit 8 Pythagorean Theorem and Irrational Numbers	Feb 26 - Mar 31
Unit 6 Associations in Data **split for testing	Apr 1 - May 8
Unit 9 End of Year	May 11 - May 29
**Dates in green are district PD/PTC days	
**Bolded dates are for Finals	

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	35
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8th Grade: Unit 1 Curriculum Map 19-20

Unit 1 Overview		Est. Instructional Time	Assessment(s)
Rigid Transformations and Congruence <i>In this unit, students learn to understand and use the terms “reflection,” “rotation,” “translation,” recognizing what determines each type of transformation, e.g., two points determine a translation. They learn to understand and use the terms “transformation” and “rigid transformation.” They identify and describe translations, rotations, and reflections, and sequences of these, using the terms “corresponding sides” and “corresponding angles,” and recognizing that lengths and angle measures are preserved. They draw images of figures under rigid transformations on and off square grids and the coordinate plane. They use rigid transformations to generate shapes and to reason about measurements of figures. They learn to understand congruence of plane figures in terms of rigid transformations. They recognize when one plane figure is congruent or not congruent to another. Students use the definition of “congruent” and properties of congruent figures to justify claims of congruence or non-congruence.</i>		August 12 - September 12 24 days** (13 lessons + 4 optional)	Q1 Unit 1 GDCAP 1: Lessons 1 - 10 9/5 Q1 Unit 1 GDCAP 2: All lessons 9/12
Unit 1 Resource(s)	Unit 1 Standards		
Daily Lessons	TAS	CCSS	Description
1.1 Moving in the Plane	8.G.A.1a	8.G.A.1a	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length.
1.2 Naming the Moves		8.G.A.1b	Verify experimentally the properties of rotations, reflections, and translations: b. Angles are taken to angles of the same measure.
1.3 Grid Moves		8.G.A.1c	Verify experimentally the properties of rotations, reflections, and translations: c. Parallel lines are taken to parallel lines.
1.4 Making the Moves	Not TAS	8.G.A.2	**not in 8th grade standards for TN Addressed in Lessons 11, 12 and 13 which are optional lessons
1.5 Coordinate Moves		8.G.A.2	
1.6 Describing Transformations		8.G.A.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
1.7 No Bending or Stretching	8.G.A.2	8.G.A.3	
1.8 Rotation Patterns			
1.9 Moves in Parallel			
1.10 Composing Figures			
1.11 What Is the Same?*			
1.12 Congruent Polygons*			
1.13 Congruence*			
1.14 Alternate Interior Angles			
1.15 Adding the Angles in a Triangle			
1.16 Parallel Lines and the Angles in a Triangle			

8th Grade: Unit 1 Curriculum Map 19-20

1.17 Rotate and Tessellate* <i>*Optional lessons</i>	8.G.A.3	8.G.A.5	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>
	8.G.B.4	8.G.B.6	Explain a proof of the Pythagorean Theorem and its converse.

US HISTORY 8 PACING CALENDAR 2019-20

SEMESTER 1	STARTING	ENDING	SEMESTER 2	STARTING	ENDING
Unit 0: Classroom Culture	8/12/2019	8/16/2019	Unit 6: The Jacksonian Era	1/6/2020	1/17/2020
Unit 1: Colonization	8/19/2019	9/13/2019	Unit 7: Expansion and Division of the Nation	1/20/2020	2/14/2020
Unit 2: The American Revolution	9/16/2019	10/4/2019	Unit 8: Civil War	2/17/2020	3/6/2020
Unit 3: The New Nation	10/7/2019	11/1/2019	Unit 9: Reconstruction	3/9/2020	4/10/2020
Unit 4: Growth of a Young Nation	11/4/2019	11/15/2019	Inquiry/Skill Based Review	4/13/2020	5/8/2020
Unit 5: Sectionalism and Reform	11/18/2019	12/20/2019	US History PBL	5/11/2020	5/29/2020

Dates allotted for GDCAP assessments are filled in red.

AUGUST/15 DAYS							SEPTEMBER/21 DAYS							OCTOBER/18 DAYS							NOVEMBER/15 DAYS							DECEMBER/15 DAYS							JANUARY/18 DAYS							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7			1	2	3	4		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31												
FEBRUARY/19 DAYS							MARCH/17 DAYS							APRIL/21 DAYS							MAY/20 DAYS							JUNE							JULY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						1	1	2	3	4	5	6	7					1	2	3	4					1	2		1	2	3	4	5	6				1	2	3	4	
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30												
																					31																					

This is a sample pacing calendar that can be used as a guide but adjustments will need to be made based on your school and students.

2019-2020 U.S. History 8 Course-At-A-Glance

Quarter 1 3 Units: Colonization (1607-1750), The American Revolution (1700-1783), The New Nation (1775-1800) (9 Weeks of Instruction)	Quarter 2 3 Units: The New Nation (1775-1800), Growth of a Young Nation (1800-1820), Sectionalism and Reform (1790s-1850s) (8 Weeks of Instruction)
Unit 0 Focus Topic (1 Week): Classroom Culture Building and Historical Thinking Skills – Activate relevant prior knowledge. Unit 1 Focus Topic (4 Weeks): Colonization (1607-1750) Unit Essential Question(s): Why was America considered a land of opportunity? How did geography affect the development of colonial America? How did colonial culture develop? Unit Overview: Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization. Standards: 8.1 – 8.12 Unit 2 Focus Topic (3 Weeks): The American Revolution (1700-1783) Unit Essential Question(s): What events led to the uniting of the colonies and eventually declaring independence? How did the Declaration of Independence affect the foundation of American government? How did the major events and outcomes of the American Revolution shape the country? Unit Overview: Students will explore the growing tensions between Great Britain and its colonies as well as the major events and outcomes surrounding the American Revolution. Standards: 8.13 – 8.20 Unit 3 Focus Topics (1 Week): The New Nation (1775-1800) Part 1 Unit Essential Question(s): How did the Articles of Confederations affect the early U.S. government? How was the Constitution written? How does federalism affect U.S. citizens? Why did political parties develop? Unit Overview: Students will explore the foundations of U.S. government, the principles of the Articles of Confederations and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government. Standards: 8.21 – 8.28 Summative Unit Assessments: CS-created and <u>administered at the end of units.</u> Format: Multiple Choice/Select & 2pt and 4pt Short Answer Assessment Dates: 9/12, 10/3 Formative Unit Assessments: Teacher-created and <u>administered throughout units.</u> Interim Assessment: CS-created cumulative midterm assessment Anchor Text: McGraw-Hill - Discovering Our Past: A History of the United States, Early Years	Unit 3 Focus Topics (2 Weeks): The New Nation (1775-1800) Part 2 Unit Essential Question(s): How did the Articles of Confederations affect the early U.S. government? How was the Constitution written? How does federalism affect U.S. citizens? Why did political parties develop? How did Hamilton's and Jefferson's points of view differ? Unit Overview: Students will explore the foundations of U.S. government, the principles of the Articles of Confederations and the U.S. Constitution, and the individuals who played influential roles in the development of the new nation. In addition, students will examine the steps taken by Tennessee to achieve statehood and the initial development of government. Standards: 8.21 – 8.28 Unit 4 Focus Topic (2 Weeks): Growth of the Young Nation (1800-1820) Unit Essential Question(s): Should a president's appointees to the Supreme Court reflect their policies? How did the U.S. develop their foreign policy? Unit Overview: Students will analyze the strengthening of the judicial branch, the major events of Thomas Jefferson's presidency, the War of 1812, and the role of the U.S. on the world stage. Standards: 8.29 – 8.33 Unit 5 Focus Topic (4 Weeks): Sectionalism and Reform (1790s-1850s) Unit Essential Question(s): How did Northern, Southern, and Western U.S. culture develop over time and differ? Unit Overview: Students will analyze the social, political, and economic development of the North and South during the early 19th century, including the growth of sectionalism and reform movements. Standards: 8.34 – 8.43 Summative Unit Assessments: CS-created and <u>administered at the end of units.</u> Format: Multiple Choice/Select & 2pt and 4pt Short Answer Assessment Dates: 10/31, 11/14, 12/19 Formative Unit Assessments: Teacher-created and <u>administered throughout units.</u> Interim Assessment: CS-created cumulative semester final exam Anchor Text: McGraw-Hill - Discovering Our Past: A History of the United States, Early Years

Quarter 3 4 Units: The Jacksonian Era (1824-1840), Expansion and Division of the Nation (1820s-1860s), The Civil War (1860-1865), Reconstruction (1865-1877) (9 Weeks of Instruction)	Quarter 4 1 Units: Reconstruction (1865-1877) (10 Weeks of Instruction)
Unit 6 Focus Topic (2 Weeks): The Jacksonian Era (1824-1840) Unit Essential Question(s): Did the Supreme Court under John Marshall give too much power to the federal government (at the expense of the states)? How did the presidency of Andrew Jackson impact the U.S.? Unit Overview: Students will analyze the impact of John Marshall on the strengthening of the Judicial Branch and the major events of Andrew Jackson's presidency. Standards: 8.44 – 8.48 Unit 7 Focus Topic (4 Weeks): Expansion and Division of the Nation (1820s-1860s) Unit Essential Question(s): What role did compromising play in the path of United States history? What contributed to the growing tensions between the North and South? How did the United States continue to expand in the 1800s? What were the social, economic, and political impacts of slavery? Unit Overview: Students will analyze the social, political, and economic impact of expansion on the U.S., the growing tensions between North and South, and how compromise sought to hold the country together. Standards: 8.49 – 8.60 Unit 8 Focus Topic (3 Weeks): The Civil War (1860-1865) Unit Essential Question(s): Why did the Civil War occur, and how did it impact U.S. citizens? How did the Civil War impact the U.S. economically? How did the Civil War affect each region of the U.S.? Unit Overview: Students will examine the political changes that sparked the Civil War, the differences in the North and South, and the key leaders, events, battles, and daily life during the war. Standards: 8.61 – 8.66 Unit 9 Focus Topic (1 Weeks): Reconstruction (1865-1877) Part 1 Unit Essential Question(s): How does political freedom depend on an economic foundation? Why might racial equality depend on government action? How did African Americans respond to the government's decision to abandon the drive for equality? Unit Overview: Students will analyze the social, economic, and political changes and conflicts during reconstruction, the events and lasting consequences of Reconstruction, and Reconstructions impact on Tennessee. Standards: 8.67 – 8.75 Summative Unit Assessments: CS-created and <u>administered at the end of units.</u> • Format: Multiple Choice/Select & 2pt and 4pt Short Answer • Assessment Dates: 1/16, 2/13, 3/5 Formative Unit Assessments: Teacher-created and <u>administered throughout units.</u> Interim Assessment: CS-created mock TNReady assessment	Unit 9 Focus Topic (3 Weeks): Reconstruction (1865-1877) Part 2 Unit Essential Question(s): How does political freedom depend on an economic foundation? Why might racial equality depend on government action? How did African Americans respond to the government's decision to abandon the drive for equality? Unit Overview: Students will analyze the social, economic, and political changes and conflicts during reconstruction, the events and lasting consequences of Reconstruction, and Reconstructions impact on Tennessee. Standards: 8.67 – 8.75 TN Ready Prep – Inquiry/Skill Based Review (4 Weeks) - Review all tested standards. - Use instructional data to determine pacing and priority. U.S. History Extension Activities (Skills Practice) or U.S. History Unit Projects (2 Weeks) Assign students a time period from Units 1 through 9, and have them complete a project that includes such things as the following: - Tri-fold/Poster Visual, with supporting written tasks - Key People, Places, Events, Outcomes, and Achievements Finals (1 Week) Summative Unit Assessments: CS-created and <u>administered at the end of units.</u> • Format: Multiple Choice/Select & 2pt and 4pt Short Answer • Assessment Dates: 4/8 Formative Unit Assessments: Teacher-created and <u>administered throughout units.</u> Interim Assessment: Teacher-created final exam TNReady Assessment Window: April 13 – May 8. Anchor Text: McGraw-Hill - Discovering Our Past: A History of the United States, Early Years

(Midterm Exam)

Anchor Text: McGraw-Hill - Discovering Our Past: A History of the United States, Early Years

ELA 7 PACING CALENDAR

2019 - 2020

SEMESTER 1	STARTING	ENDING	SEMESTER 2	STARTING	ENDING
Unit 0: Classroom Culture	8/12/2019	8/23/2019	Unit 0: Classroom Culture	1/06/2020	1/10/2020
Unit 1: Behind the Scenes	8/26/2019	10/11/2019	Unit 3: Written in Bone	1/13/2020	3/13/2020
Unit 2: A Christmas Carol	10/21/2019	12/20/2019	Unit 4: Standards Skills Practice	3/23/2020	5/29/2020

Dates allotted for GDCAP assessments are filled in red and indicate the last day of administration. The TNReady Testing Window is April 13-May 08. Dates allocated for holidays/no school are filled in gray. January 6, 2020 is AGDD at school sites.

AUGUST/15 DAYS							SEPTEMBER/21 DAYS							OCTOBER/18 DAYS							NOVEMBER/15 DAYS							DECEMBER/15 DAYS							JANUARY/18 DAYS							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31							26	27	28	29	30	31
FEBRUARY/19 DAYS							MARCH/17 DAYS							APRIL/21 DAYS							MAY/20 DAYS							JUNE							JULY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1		1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6				1	2	3	4	
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30							26	27	28	29	30	31
																					31																					

The Pacing Calendar is an overview of pacing and should be used as a guide. Be sure to refer to each unit's Curriculum Map for clarification.

ELA 7 Quarter 1 Curriculum Map 2019 - 2020

QUARTER 1 (August 05 - October 04)

UNIT 1: Behind the Scenes ANCHOR TEXT: <i>Behind the Scenes, Or Thirty Years a Slave and Four Years in the White House</i> , Elizabeth Keckley (Informational)	Estimated Instructional Timeline	Common Core Standards	Assessment Windows
Unit Focus/Goal: Students read literary and informational texts about the Civil War, a tumultuous period in our country’s history. Students understand that by examining different perspectives through various accounts, real and fictional, they can gain a deeper understanding of the time period and express their understanding through identifying and then comparing and contrasting different accounts of people, events, and ideas of the time. Unit Essential Question: How do different perspectives impact our understanding of the Civil War time period? Topic: Pre– and post–Civil War America Themes: Consider how societies struggle with change and the differing perspectives of individuals through that change Text Use: Point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events Unit Resources: • LearnZillion Approach Guides ◦ Guides to teach the lessons more effectively • LearnZillion Diverse Learners Guide ◦ Guides to support the learning of all students • Louisiana Believes Instructional Strategies ◦ Additional strategies to support instruction • LearnZillion Language Links and Language Tasks ◦ Language standard practice using unit texts - grammar, writing, and vocabulary skills ◦ Language Links - Grammar within context Language Tasks - Mentor Sentences • TN Ready Writing Rubrics ◦ Rubrics for student narrative, explanatory, and argumentative writing • GDCAP/CWT Grading Guidance	35 Instructional Days 7 weeks* *Unit 1 Allows for Two Weeks of Beginning of the Year Instruction	Reading: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RL.7.10, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10 Writing: W.7.1a-e, W.7.2a-f, W.7.3a-e, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a-b, W.7.10 Speaking and Listening: SL.7.1a-d, SL.7.2, SL.7.3, SL.7.4, SL.7.6 Language: L.7.1a-c; L.7.2a-b; L.7.3a; L.7.4a, c-d; L.7.5a-c; L.7.6	<u>GDCAP Summative Assessments</u> Language Task GDCAP Week 4 Cold Read GDCAP Week 7 Culminating Writing Task GDCAP (Final Draft) Week 9 <u>Embedded Formative Assessments</u> Lessons 21-23 Practice Cold Read Task Week 6 Lessons 37-39 Cold Read Task Parts 1- 3 Week 8
UNIT TEXTS Excerpts from Behind the Scenes: or, Thirty Years a Slave, and Four Years in the White House, Elizabeth Keckley * Literary Texts (Fiction) •“O Captain! My Captain,” Walt Whitman •“The People Could Fly,” Virginia Hamilton Informational Texts (Nonfiction) •Excerpt from Chapter 11 of A Narrative on the Life of Frederick Douglass, an American Slave, Frederick Douglass •“The Great Escape From Slavery of Ellen and William Craft” from SmithsonianMag.com, Marian Smith Holmes •“Notable Visitors: Frederick Douglass,” Mr. Lincoln’s White House •“A Fitting Friendship Between Dressmaker and Mary Todd Lincoln,” Jeanne Kolker •Excerpt from Harriet Tubman: Conductor on the Underground Railroad, Ann Petry •Harriet Jacobs and Elizabeth Keckley: The Material and Emotional Realities of Childhood in Slavery Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) •“Mary Todd Lincoln – Mini Biography” from Biography.com •“Mary Todd Lincoln – The White House” from Biography.com •“Mary Todd Lincoln – Influence Peddler” from Biography.com	Daily Tasks-Daily instruction helps students read and understand text and express that understanding. *Focus Lessons from ELA 7 Unit 1 Planning Guide LearnZillion Lesson Sections Listed from: • Section 1: Lessons 1-6 Paragraph 1 of the Preface from Behind the Scenes, Elizabeth Keckley; “The People Could Fly,” Virginia Hamilton *Read & Understand CWT • Section 2: Lessons 7-13 “Chapter 3: How I Gained My Freedom” from Behind the Scenes; Paragraphs 3-11 from Chapter 11 of A Narrative on the Life of Frederick Douglass, Frederick Douglass; “The Great Escape From Slavery” from SmithsonianMag.com, Marian Smith Holmes *Read & Understand CWT & CRT • Section 3: Lessons 14-20 Excerpts from “Chapter 5: My Introduction to Mrs. Lincoln,” “Chapter 6: Willie Lincoln’s Death Bed,” and “Chapter 7: Washington in 1862-1863” from Behind the Scenes; Three brief videos from Biography.com about Mary Todd Lincoln; Paragraph 2 of the Preface from Behind the Scenes *Express Understanding CWT • Section 5: Lessons 24-26 “Chapter 10: The Second Inauguration” from Behind...; “Notable Visitors: Frederick Douglass,” Mr. Lincoln’s White House *Express Understanding CWT/ CRT • Section 6: Lessons 27-29 “Chapter 11: The Assassination of President Lincoln” from Behind the Scenes, Elizabeth Keckley; “O Captain! My Captain!,” Walt Whitman *Express Understanding CWT & CRT • Section 7: Lessons 30-32 “Chapter 12: Mrs. Lincoln Leaves the White House Behind the Scenes,” the first seven paragraphs of Chapter 15, and “Chicago, October 13” of the Appendix from Behind the Scenes *Express Understanding CWT • Section 8: CWT - Lessons 33-36 Paragraph 1 of the Preface from Behind the Scenes, Elizabeth Keckley (Culminating Writing Task)		

*Anchor Text

Weeks	LearnZillion Lessons Covered	Standards	Critical Notes - The <i>most</i> critical note for all lessons is to READ and USE the LZ teaching notes.
Week 1 & Week 2	The first two weeks of the school year are reserved for teachers to establish norms, procedures and routines that will result in a productive semester. Here are some ideas for the first two weeks (this list is not all-inclusive!): - Classroom Rules - Classroom procedures/routines (entering/exiting room, getting supplies, restroom usage, sharpening pencil, turning in homework, collecting make-up work, attention getting signal) - Practice academic strategies in a low-stakes environment: turn-and-talk, show call, cold call, quick write, right is right, format matters, etc. - Conduct a mini-writing workshop to set expectations around short writing assignments, like exit tickets or Do Now's - Set the context for the upcoming unit OR front load targeted skills or standards for the unit (see links in critical notes)	Teacher Selected	For a list of classroom procedures to consider, see this article. Sample strategy resources Show Call Format Matters Turn & Talk Right is Right Everybody Writes ACES. Writing Strategy For some fun prompts to start the year (and use throughout!) see these links. Note - many have a short article associated with them! 650 Prompts for Personal and Narrative Writing (NY Times) 401 Prompts for Argumentative Writing These resources can be used to develop instructional plans: LearnZillion 5-Day Close Reading Modules Library LearnZillion WriteAlong Instructional Videos ELA 6-8 Standards Skills Practice ELA 6-8 Writing Workshop Unit Context and Materials: Behind the Scenes Setting the Context Videos Unit Resources with Student Materials <u>Suggestion:</u> Review claim and theme during this time. This are two major skills that are introduced in the very beginning of the unit. Review argumentative essay writing.
Week 3	Unit Introduction and Overview - Setting the Context Video 3 Lesson 1 Meet the author Lesson 2 Identify claims Lesson 3 Examine the tone of the text in order to determine the theme Lesson 4 Compare and contrast fictional and nonfictional narratives	Section One: Lessons 1–6 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.8, RI.7.9, RI.7.10, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, L.7.1-L.7.6	Critical prep for all LZ lessons - print, read, and annotate the exemplar; print and annotate the teaching notes for each lesson. Setting the Context Videos: - Consider showing the videos with the lesson(s) that it is most relevant. For example, the figurative language video (Video 3) would be best if used before beginning the unit, but the remaining videos may better serve the students ability to access the content if they are used after Lesson Four. Lesson 5 delves into chapter 1 and here is where prior knowledge will be a factor (Videos 1 and 2) - Rationale - Students are focusing specific skills in the first few lesson that don't rely heavily or if at all on prior knowledge. The teacher transitions into a literary text while only analyzing the preface of the informational text in order to understand the author's POV. Lesson 2: - Consider having students highlight additional claims in the text and paraphrase them in the margins after T model paraphrasing. See Lesson 6 critical notes. Read the Preface in its entirety. T reference lesson 19 for claims to cover as you are reading this with the students. Lesson 4: - Consider doing an "Opening Activity" to review theme, tone and/or claims.
Week 4	Lesson 5 Continue to compare and contrast fictional and nonfictional narratives Lesson 6 Identify and paraphrase claims	Section One: Lessons 1–6 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.8, RI.7.9, RI.7.10, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, L.7.1-L.7.6	Setting the Context Videos: - Lesson 5 delves into chapter one of the information text "Behind the Scenes." Using videos 1 and 2 of the setting context videos could be used as the opening activity to segway into the lessons. Students will be able to make connections as they begin reading past the preface of the text. At this point in the unit consider using some of the opening activities and/or homework to fit in more writing practice before the essay in lessons 12 and 13. Lesson 6: - This lesson could possible be skipped. Slide 6 can used as an opening activity

	Q1 Language Task GDCAP/Standards Skills Practice Lesson 7 Read about Keckley's emancipation Lesson 8 Discover how imagery impacts the meaning Language Task GDCAP Review & Extend Day	Section 2: Lessons 7-13 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.8, RI.7.9, RI.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, L.7.1-L.7.6	for lesson 7. Instead of completing the claim chart as instructed in the lesson, students could identify claims via highlighter as they're reading and paraphrase them and working through lesson 1-4 in the margin of the text. Consider including intentional stopping points in the text for students to document similarities as they read. Lesson 7: - Opening Activity: This lesson focuses on chronologically ordering events. The opening activity could be a brief activity (practice) or review of sequence and chronological order. Handout from this lesson is essential is lessons 10 and 12. Q1 Language Task GDCAP/Standards Skill Practice: - Language Task GDCAP timed at 30 minutes - Use the remainder of the time in class, to wrap up Lesson 9, if needed or reteach a skill, use this day to ensure Student mastery. Q1 Language Task GDCAP Make-up Plan: - Allow students who were absent to make-up assessment before reviewing Q1 Language Task GDCAP Review & Extend Day - It is essential for the T to modify pacing to include a day to review the assessment: - Ensure that students are analyzing their own scores- consider using individual data trackers. - Consider using half of the class time for students to review and correct their multiple choice answers, providing an explanation for their corrections.
Week 5	Lesson 9 Read a second account of emancipation Lesson 10 Compare and contrast emancipation stories Lesson 11 Examine a third emancipation story Lesson 12 Prepare to write an argumentative essay Lesson 13 Write an argument	Section 2: Lessons 7-13 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.8, RI.7.9, RI.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, L.7.1-L.7.6	Lesson 9: - Opening Activity: TA brief bio video about Frederick Douglass to engage the students as well as give them an idea of how impactful he was in America's history. This would also be beneficial considering that students will pick up in the eleventh chapter of A Narrative of the Life of Frederick Douglass. - Bio Link: https://www.biography.com/activist/frederick-douglass Lesson 11: - Opening Activity: Students could reflect on how and why literacy is crucial in everyday life. Students could also discuss how literacy would play a role in a slave's escape route. This connects to the exit ticket. See slide 10. Lesson 12: - Consider having students at least write their introduction with this lesson.
Week 6	Lesson 14 Read and summarize Lesson 15 Identify main idea, tone, and purpose of selections from the anchor text Lesson 16 Identify main idea, tone, and purpose of a film Lesson 17 Compare and contrast main idea, tone, and purpose Standards Skills Practice Day - Optional Practice Cold Read Task Lessons 21-23	Section 3: Lessons 14-20 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, SL.7.2, SL.7.3, L.7.1-L.7.6	Lesson 14: - Opening Activity: Consider creating activity that connect to the word "modiste". Students will need to connect this to a "dressmaker" or seamstress." Lesson 15: - Chalk Talk or some form of a Gallery Walk would be great strategies to use for this lesson. Standards Skills Practice Day: Lessons 21-23 as guided practice for TDQ's - Skills practice days are intended to be used to provide additional instruction around one or more standards where data suggests students need additional practice OR if the teacher is behind on pacing, this day should be used to catch up. - Focus on a standard or skill that leads towards mastery of the unit outcome(s) - This day is NOT intended to be an unstructured "make-up" work - This day can also be used to teach Lesson 24 a day earlier.
Week 7	Lesson 24 Examine passages form meaning, author reliability, and purpose Lesson 25 Examine a passage for meaning and tone	Section 5: Lessons 24-26 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, L.1- L.7.6	Lessons 24 and 27: These two lesson essentially focus on the same skill in two different chapters. One option could be to cut lesson 27 and have students read chapter 11 and practice the skill for homework. Reference slide 8 in lesson 27 as the homework assignment. The opening activity can be used to review. The previous slide mentioned could be added to lesson 24 and both chapter can be read in class. This will also help with the time constraint due to testing. Lesson 28 would replace lesson 27 if the teacher should decide to omit the this lesson.

	Lesson 26 Compare and contrast different accounts and purposes for writing Q1 Cold Read GDCAP Lesson 27 Understanding word choice	Section 6: Lessons 27–29 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, SL.7.1a-d, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, L.7.1-L.7.6	Opening Activity: - Consider incorporating multiple activities that review and revisit tone and author's purpose. These two skills are the direct focus or embedded in lessons 24-32. Q1 Cold Read GDCAP: - Students will be timed for 50 minutes on this assessment. Q1 Cold Read GDCAP Make-up Plan: - Allow students who were absent to make-up assessment before reviewing Q1 Cold Read GDCAP Review & Extend Day - It is essential for the T to modify pacing to include a day to review the assessment: - Ensure that students are analyzing their own scores- consider using individual data trackers. - Consider using half of the class time for students to review and correct their multiple choice answers, providing an explanation for their corrections.
Week 8	Lesson 28 Read and understand a poem Lesson 29 Write a literary analysis Lesson 30 Examine the author's tone and explore how it hints at the purpose for writing Lesson 31 Explore changing relationships and re-visit author's purpose LearnZillion Cold Read Task (optional): Lessons 37-39	Section 7: Lessons 30–32 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1a-d, L.7.1-L.7.6	Lesson 28: - Consider providing students with a list of most commonly used prefixes and suffixes for students to use during their poetry analysis. Lesson 32 (optional): - Topic: Explore how different authors advance different interpretations - This lesson can be included if Lesson 27 was omitted and lesson 28 was used in its place. LearnZillion Cold Read Task (optional): - This can be excluded in order to include the Q1 Cold Read Task GDCAP Review & Extend Day at the beginning of this week.
Week 9	Lessons 33-36 Culminating Writing Task Window Lesson 33: Examine a writing prompt and rubric Lesson 34: Plan and write an essay Lesson 35: Evaluate and revise an essay Lesson 36: Edit and produce a final draft Q1 CWT GDCAP (Final Draft) Lesson 36	Section 8: CWT - Lessons 33–36 RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.6, RI.7.7, RI.7.8, RI.7.9, RI.7.10, W.7.1a-e, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, L.7.1-L.7.6	Culminating Writing Task Window: - Use the window to include scoring of the CWT during class using a model and possibly a peer-editing process. - Consider reviewing the form of a multiparagraph essay using ACES - The function of an introduction in which the topic is introduced using a hook, and the thesis is stated. - Body paragraphs that support a thesis using evidence - And a conclusion in which the thesis is restated - Consider teaching students about the importance of transition words. - Consider using anchor charts to teach these skills as they will prove valuable throughout the duration of the year. - Lesson 33: Consider reviewing the rubric students will be graded on for the culminating writing assignment - Argumentative - Lesson 34: Remember students have discussed these ideas throughout the unit, handouts can be used and refer to class discussions. - Lesson 35: Consider using a model with peer-editing. - Lesson 36 is the complete final draft and is the Q1 CWT GDCAP. It should be scored using the TNReady Explanatory rubric

**The outlined pacing is suggested and can be adjusted by the Teacher. Allowable Lesson Pacing Modification: Teachers may carry over Lessons from one day to the next based on student performance (i.e. comprehension concerns, incomplete assignment/activity due to time). It will be the teacher's responsibility to ensure that each class is up to pace by the end of the week or lesson section in order to participate in the planned GDCAP's. GDCAP's should be administered during the week notated on the Curriculum Map.*

Week	Dates	Important Dates	#Days	Scope & Sequence	Disciplinary Core Ideas	Major SEPs and CCC covered
1	8/12-8/16		5	Unit 0: Introduction	Academic Behaviors and Expectations: Growth Mindset and Safety within lab	
2	8/19-8/23	*	5	Unit 1: Scientific Method	Engineering Design Process (scientific method) Metrics/Graphing skills	
3	8/26-8/30	*	5	Unit 2: Forces	PS2.3 Object in motion- position, forces, and direction	Analyzing Graphs Systems & Models
4	9/2-9/6	* 9/2 Holiday	4		PS2.4 Newton's Second Law	Asking Questions Cause & Effect
5	9/9-9/13		5		PS2.5 Newton's Third Law	Construct Explanations Cause & Effect
6	9/16-9/20	9/20 Staff Inservice	4	Unit 3: Electricity	PS2.1 Magnetism and electricity ETS1.1 Model Electromagnets	Planning Investigations Developing Models Structure & Function Patterns
7	9/23-9/27		5			
8	9/30-10/4		5		PS2.2 Non-contact forces	Construct Explanations Systems & Models
9	10/7-10/11	10/10-10/11 Midterms	3		REVIEW for MIDTERMS (Unit 1-3)	
10	10/14-10/18	FALL BREAK				
11	10-21-10/25	10/25 Parent Conference	4	Unit 4: Waves	PS4.1 Basic properties of waves	Developing Models Scale, Proportion
12	10/28-11/1		5		PS4.2 Mechanical waves and electromagnetic waves	Constructing Explanation Energy & Matter
13	11/4-11/8		5		PS4.3 Waves and communication systems	Obtaining Information Structure & Function
14	11/11-11/15	11/11 Holiday	4	Unit 5: Earth and the Universe	ETS1.2 Technology, the solar system and the universe	Obtaining Information Structure & Function
15	11/18-11/22		5		ESS1.1 The universe and its stars	Asking Questions Energy & Matter
16	11/25-11/29	Thanksgiving Break				
17	12/2-12/6		5		ESS1.2 Gravity: sun & planets PS2.2 Gravity as noncontact force	Obtaining Information Constructing Explanation Scale, Proportion Systems & Models
18	12/9-12/13		5			
19	12/16-12/20	12/19-12/20 Final Exams	3		REVIEW for FINALS (Units 4-5)	
20	12/23-12/27	Winter Break				
21	12/30-1/3					
22	1/6-1/10	1/6 Staff PD day	4	Unit 6: Earth's processes	ESS2.2 Seismic waves and Earth's structure	Obtaining Information Scale, Proportion
23	1/13-1/17		5		ESS2.4 Plate movement and convection cycles	Developing Models Cause & Effect
24	1/20-1/24	1/24 Holiday	4		ESS2.3 Rocks	Asking Questions Scale, Proportion
25	1/27-1/31		5			

26	2/3-2/7		5		ESS2.5 Processes of plate tectonics	Constructing Explanation Scale, Proportion
27	2/10-2/14		5			
28	2/17-2/21	2/7 Holiday	4		ESS3.1 Natural Resources	Obtaining Information Cause & Effect
29	2/24-2/28		5	Unit 7: Biological Change	ESS2.1 Geographic changes and extinction LS4.1 Fossil Record	Engaging in Argument Analyzing Data Scale, Proportion
30	3/2-3/6	*	5		LS4.2 Evidence of common ancestry	Constructing Explanation Pattern
31	3/9-3/13	*	5			
32	3/16-3/20	Spring Break				
33	3/23-3/27	3/27 Parent Conference	4		LS4.4 Natural selection LS4.3 Species survival and genetics	Engaging in Argument Analyzing Data Cause & Effect
34	3/30-4/3		5			
35	4/6-4/10	4/10 Holiday	4		LS4.5 Technology and artificial selection Presentation and CER	Constructing Explanation Cause & Effect
36	4/13-4/17	*	5			
37	4/20-4/24	*	5	Unit 1-7	REVIEW FOR TN READY	
38	4/27-5/1	*5/1 Staff Inservice	4			
39	5/4-5/8	*	5		Engineering Design Project	
40	5/11-5/15		5			
41	5/18-5/22		5			
42	5/25-5/29	5/25 Holiday 5/28-5/29 Final Exams	2		Review for Finals	

(*) Represent Testing

8/19-9/6 Fall MAP Testing

3/2-3/13 Spring MAP Testing

3/9-3/13 Mock TNReady Testing

4/13-5/8 TNReady 3-8 Testing

Attachment 12. Video playlist

Green Dot would like to share a few videos of our current schools to give BISD staff and community members a glimpse of what our model looks like in reality. We included clips of middle schools and transformation schools, as well as a chance to hear directly from our stakeholders: students, families, and staff. Given the global pandemic, once it is safe again to do so, we would like to invite Beaumont stakeholders to visit our current schools.

Please view the video playlist at this url: <https://vimeo.com/showcase/7188801>

Supplemental Attachment 1. Experienced partner track record

Student Population

Green Dot's academic model has proven to be successful in serving middle and high school students living in high need communities because it addresses the needs of the whole child, sets high expectations for all students, and emphasizes differentiation for every student regardless of where they are academically and social-emotionally.

2018-19 GD National Demographics				
School	% Black	% Latino	% White	% Other
GDCA MS Overall	16.3%	80.9%	0.8%	1.9%
GDTN MS Overall	78.1%	18.8%	0.0%	3.1%
King Middle School	59%	37%	3%	1%
GDCA Overall	12.9%	85.2%	0.7%	1.2%
GDTN Overall	87.6%	10.6%	0.0%	1.8%
Beaumont ISD	60%	25%	10%	5%

Source: DataQuest (CA), State Report Card (TN), Texas Accountability Performance Report

2018-19 GD National Demographics			
Location/Region	% ED*	% EL	% SWD
State of CA	60.9%	19.3%	11.7%
State of TN	35.1%	4.6%	13.5%
State of TX	60.6%	19.7%	9.6%
GDCA MS Overall	95.6%	21.0%	12.9%
GDTN MS Overall	100%	9.5%	10.3%
King Middle School	94.9%	21.2%	9.7%

**Note: ED (Economically Disadvantaged) definitions differ by region. TN serves 100% low income students.*

Purposefully locating its schools in historically underserved communities lacking in high-quality educational opportunities, Green Dot seeks to prove that it is possible to address pernicious discrepancies in access and opportunity between low-income students and their more affluent peers. Green Dot serves students with similar demographics to King MS and Beaumont ISD.

Academic Success

In Green Dot schools, where students typically enter in the lowest 10% of academic proficiency, advancing a student by a single grade level per year isn't enough to ensure preparation for college, leadership, or life. Green Dot believes growth is a better indication of our progress with students than achievement, given incoming student performance levels. Therefore, we define high-quality teaching as the ability to accelerate student learning and close the achievement gap between students in low-income communities and their more affluent peers. In each region we use

a combination of nationally normed assessments (MAP, iReady, Scholastic Reading Inventory) to measure student achievement and growth. Green Dot also uses state assessments (SBAC, TN Ready, etc.) to analyze student proficiency and schoolwide growth.

Nationally Normed Assessments

NWEA MAP: MAP describes that 50-55% of students meeting growth goals is “typical.” In almost all subgroups Green Dot far exceeds the “typical” growth overall and for most subgroups.

GD TN	MAP - ELA				MAP - Math			
	Overall	Gen ED	SPE D	EL	Overall	Gen ED	SPE D	EL
Wooddale MS	58%	59%	45%	50%	60%	61%	45%	61%
Kirby MS	63%	65%	52%	63%	54%	55%	51%	52%

iReady (Curriculum Associates): iReady Diagnostic is an adaptive assessment designed to measure student performance and growth. Typical growth is 13 points for 6th grade and 11 points for all other grades. Green Dot students far exceed 1 year’s worth of academic progress in Math for all students, as well as subgroups: English Learner, Black, and Economically Disadvantaged.

iReady Math Growth (points)				
GD CA	Overall	EL	Black	ED
Western MS	21.6	25.1	19.3	21.5
Phillis Weatley MS	21.2	20.6	22.7	21.2

Scholastic Reading Inventory: The Scholastic Reading Inventory (SRI) is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control. Results from SRI are reported as scale scores (Lexile® measures). An average year of growth is 50 points. Green Dot students achieve more than double the expected growth during an academic year for all students, as well as subgroups: English Learner, Black, and Economically Disadvantaged. English Learners at one school are approaching levels that triple growth, closing the achievement gap for reading in one school year.

SRI Reading Growth (points)				
GD CA	Overall	EL	Black	ED
Western MS	105.8	118.8	103.7	105.4
Phillis Weatley MS	125.9	148.8	124.6	126.0

Statewide Assessment Data

Smarter Balanced Assessment Consortium (SBAC): In CA schools are required to take the SBAC in grades 3, 8, and 11. The SBAC is a standardized test consortium that creates Common Core State Standards-aligned tests ("adaptive online exams") to be used in several states. The data yields school-wide progress in English Language Arts (ELA) and Math. Student-growth percentiles (SGP) use students' prior test score history to answer the question "How well is this student doing this year compared to students with similar prior test scores?" Green Dot students are outperforming similar students in both reading and math.

- Average Green Dot Middle School SGP ELA Percentile = 65.6
- Average Green Dot Middle School SGP Math Percentile = 63.9
- *Green Dot James B. Taylor Middle School: Similar population to King Middle School*
 - o SGP ELA Percentile = 98
 - o SGP Math Percentile = 91

TVAAS: The Tennessee Comprehensive Assessment Program (TCAP) is designed to assess true student understanding, not just basic memorization and test-taking skills. Based on student achievement on these assessments, schools are assigned TVAAS growth scores. The Tennessee Value-Added Assessment System (TVAAS) measures student growth year over year, regardless of whether the student is proficient on the state assessment. Within the last two years, 3 out of 5 Green Dot schools in TN (Kirby Middle School, Wooddale Middle School and Bluff City High School) were recently awarded TVAAS scores of 5, the highest possible indicator of student growth deemed by the state. See below for Green Dot TN Overall Middle School TVAAS data:

Category	TVAAS
Composite	5
Literacy	5
Numeracy	5
Literacy and Numeracy	5
Science	5
Social Studies	1

School Culture

Green Dot emphasizes a school culture that is: high care, high structure, sets high expectations promoting college for certain, and is focused on character building and values. Our schools provide several opportunities to establish, monitor, and maintain a safe, positive, healthy school culture and climate for all stakeholders. Green Dot uses the following school culture metrics and survey results to monitor school culture:

Attendance: Green Dot seeks to maintain an average daily attendance rate of 95% or higher in all schools.

2018-19 Average Daily Attendance	
School	% ADA
GDCA MS Overall	95.6%
GDTN MS Overall	93.3%
King Middle School	91.7%
Beaumont ISD	93.3%

Suspension Data: A common barrier to learning is limiting student access to instruction through discipline suspensions. We strive to be proactive by structuring and teaching high expectations to prevent misbehaviors. When misbehaviors do occur, we will address them and when possible provide alternatives to suspensions through restorative practices.

2018-19 Suspension Data		
School	% OSS	% ISS
GDCA MS Overall	3%	1%
GDTN MS Overall	12%	9%
King Middle School	37%	50%
Beaumont ISD	17%	23%

In our transformation schools (where Green Dot is operating an existing neighborhood school), in addition to increasing academic growth and achievement, one of our initial goals is to reduce barriers to learning by reducing the number of suspensions. Green Dot Middle Schools in TN have reduced out of school suspensions by over 60% within the last 3 years.

TN OSS Rates Over Time

School	2018-19	Pre-GD Rate	% Decrease
KRB	9.4%	41.8%	77.5%
WDL	14.3%	36.8%	61.4%

School Climate Surveys: Green Dot surveys various stakeholders to monitor specific culture metrics. The Family Survey is completed by parents and/or guardians, who are asked to respond to statements such as “I would recommend this school to a friend.” The Student Survey is administered annually to randomly selected students from all of a teacher’s classes, and is designed to capture student perspectives of instruction and the school environment. Students rate their teachers based upon standardized statements such as “My teacher treats my classmates and me with respect” or “I feel safe at this school.”

Student Survey: % Students Feel Safe at School

School	2018-19	2017-18	2016-17
GDCA MS Overall	81.0%	77.8%	81.1%
GDTN MS Overall	65.5%	65.4%	66.5%
GD MS Overall	78.3%	75.6%	78.8%

Family Survey: % Recommending School

School	2018-19	2017-18	2016-17
GDCA MS Overall	95.9%	95.8%	93.8%
GDTN MS Overall	78.1%	71.4%	88.1%
GD MS Overall	92.9%	86.4%	93.1%

Year after year, over 75% of Green Dot Middle School students have reported feeling safe at school with over 70% of students and over 85 % of parents recommending the school to a friend.

Management of Non-Academic Functions

The Green Dot Public Schools network has over 20 years' experience successfully operating schools. By providing high-quality services in our schools, we empower educators and students to focus on teaching and learning. In addition to ensuring that our schools are operating safely, effectively, and sustainably, we also prioritize exploring areas of innovation and best practice sharing as part of our mission to help transform public education so ALL students graduate prepared for college, leadership and life.

We offer a comprehensive set of services to our schools, including:

- Academics - a demonstrated college-preparatory educational program, including researched-based curriculum, integrated coaching and professional development, and safe and caring school culture
- Functional services - Operations, Finance & Accounting, Human Resources, and Information Technology
- Strategic services - Knowledge Management, Development, Communications, Strategic Planning
- Stakeholder engagement - Policy and Public Affairs, Parent and Community Engagement

Through our past experiences operating nationwide, we have developed systems to ensure compliance with federal, state, and authorizer regulations and effective communication and collaboration between departments and schools in the interest of student success. Some examples of the strength and sophistication of our non-academic functions include:

- Information Technology (IT) team manages 60+ academic, communications, operational, financial, HR, and security systems and an internal data warehouse, increasing accuracy and efficiency in our operations. It also provides an in-house IT helpdesk, which is available to stakeholders throughout the school and work day.

- Knowledge Management team enables timely, data-driven decision-making through the provision of customized live data reporting and visualization for staff at all levels of the organization.
- Finance and Accounting team develops templates and tools enabling timely and accurate financials, budgeting and analysis, breakeven budgets across all schools and regions, and oversight and compliance. Green Dot has submitted an on-time audit each year in its 20-year history.
- Strategic Planning team provides research, analysis, planning, and monitoring and evaluation support to organizational leaders aligned to strategic priorities. As a learning organization, we are consistently reflecting on our data, celebrating our strengths and implementing efforts to tackle the areas where we must do better for our students.
- Policy and Public Affairs team regularly facilitates engagement with elected officials and community organizations at local, state, and federal levels advocating for education equity for all students. For example, we worked with 70 partners including the American Civil Liberties Union (ACLU), Public Counsel, and United Teachers Los Angeles (UTLA) to end a policy requiring random searches of students. The Los Angeles school board approved a resolution to discontinue the policy by July 1, 2020 and develop an alternative safety policy.
- Through our work with United Parents and Students, a partner organization within the Green Dot Network, we prioritize addressing factors outside school boundaries that pose barriers to learning and inhibit local quality of life. As a result of this work, over 10,000 parents have participated in Parent Academy workshops; more than 2,000 community members have signed on to a platform for defined action developed by Green Dot families in December 2019; voter registration of Green Dot families has increased from 132 in 2014 to over 5,000 (cumulatively).
- Green Dot has deep experience running expanded learning programs, many of which have been awarded 21st Century federal funding. We have established partnerships with organizations such as CORO, the Boys and Girls Club, National Geographic, Vans, and the NASA Jet Propulsion Laboratory. We incorporate student interest to develop after-school opportunities that encompass the arts, athletics, civic engagement, academics, personal development, and more. We offer comprehensive athletics programs at high schools in Tennessee and California and incorporate student governance structures, such as Student Councils, which amplify student voice in decision-making related to their schools. In January of 2020, the Los Angeles Rams recognized two of our high schools in honor of their high-performing football coaches.

Supplemental Attachment 2. Financial health



Annual Financial Report
June 30, 2019

Green Dot Public Schools – National



GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

TABLE OF CONTENTS
JUNE 30, 2019

<i>INDEPENDENT AUDITOR'S REPORT</i>	1
<i>FINANCIAL STATEMENTS</i>	
Consolidated Statement of Financial Position	3
Consolidated Statement of Activities	4
Consolidated Statement of Cash Flows	5
Notes to the Consolidated Financial Statements	6
<i>SUPPLEMENTARY INFORMATION</i>	
Green Dot Public Schools National – Statement of Financial Position	41
Green Dot Public Schools National – Statement of Activities	42
Green Dot Public Schools National – Statement of Cash Flows	43
Green Dot Public Schools California – Statement of Financial Position	44
Green Dot Public Schools California – Statement of Activities	45
Green Dot Public Schools California – Statement of Cash Flows	46
Green Dot Public Schools Tennessee – Statement of Financial Position	47
Green Dot Public Schools Tennessee – Statement of Activities	48
Green Dot Public Schools Tennessee – Statement of Cash Flows	49
Green Dot Public Schools Washington State – Statement of Financial Position	50
Green Dot Public Schools Washington State – Statement of Activities	51
Green Dot Public Schools Washington State – Statement of Cash Flows	52
United Parents and Students – Statement of Financial Position	53
United Parents and Students – Statement of Activities	54
United Parents and Students – Statement of Cash Flows	55
Green Dot Public Schools Consolidating Statement of Financial Position	56
Green Dot Public Schools Consolidating Statement of Activities	57
Green Dot Public Schools Consolidating Statement of Cash Flows	58
Note to Supplementary Information	59



INDEPENDENT AUDITOR'S REPORT

Board of Directors
Green Dot Public Schools National
(A California Nonprofit Public Benefit Corporation)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of Green Dot Public Schools National (GDPS National) (A California Nonprofit Public Benefit Corporation) and Affiliates, which are comprised of the consolidated statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to GDPS National's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS National's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of GDPS National as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

Prior Period Financial Statements

The financial statements of GDPS NA as of June 30, 2018, were audited by other auditors who joined Eide Bailly LLP on July 22, 2019, and whose report dated January 11, 2019 expressed an unmodified opinion on those statements.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The supplementary information as listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements.

The supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information as listed in the table of contents is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 5, 2020, on our consideration of GDPS National's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS National's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS National's internal control over financial reporting and compliance.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Rancho Cucamonga, California
March 5, 2020



FINANCIAL STATEMENTS

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2018)

JUNE 30, 2019

	2019	2018
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 56,391,901	\$ 47,795,480
Restricted cash and investments	16,746,804	4,234,896
Accounts receivable	18,609,174	16,060,976
Accounts receivable - related party	1,301	-
Prepaid expenses and other current assets	2,550,051	1,450,999
Total Current Assets	<u>94,299,231</u>	<u>69,542,351</u>
Non-Current Assets:		
Restricted cash and investments	41,358,582	33,613,645
Debt issue costs, net	4,117,015	2,589,287
Security deposits	559,573	704,351
Property and equipment	152,858,417	135,940,827
Less: accumulated depreciation	36,971,524	34,355,749
Total Non-Current Assets	<u>161,922,063</u>	<u>138,492,361</u>
Total Assets	<u><u>\$ 256,221,294</u></u>	<u><u>\$ 208,034,712</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 15,950,083	\$ 16,753,636
Accounts payable - related party	-	6,445
Interest payable	2,050,303	1,068,828
Deferred revenue	6,652,166	9,765,876
Current portion of long-term obligations	2,419,120	19,256,980
Total Current Liabilities	<u>27,071,672</u>	<u>46,851,765</u>
Other Liabilities:		
Deferred revenue - proposition funding	29,706,102	29,610,492
Total Other Liabilities	<u>29,706,102</u>	<u>29,610,492</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	129,307,224	73,349,088
Total Liabilities	<u>186,084,998</u>	<u>149,811,345</u>
NET ASSETS		
Without donor restriction	69,998,043	57,934,689
With donor restriction	138,253	305,111
Total Net Assets	<u>70,136,296</u>	<u>58,239,800</u>
Total Liabilities and Net Assets	<u><u>\$ 256,221,294</u></u>	<u><u>\$ 208,051,145</u></u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
NET ASSETS WITHOUT DONOR RESTRICTION		
REVENUES		
State apportionments	\$ 153,023,564	\$ 141,278,138
Federal revenue	20,268,926	18,969,626
Other State revenue	20,408,734	18,725,195
Contributions and grants	6,802,407	13,169,248
Donated services and property	-	79,385
Local revenue	9,632,829	4,495,854
Net assets released from restrictions	341,677	350,575
Total Revenues	<u>210,478,137</u>	<u>197,068,021</u>
EXPENSES		
Program Services:		
Salaries and benefits	116,445,516	113,555,677
Student services	25,593,160	24,609,918
Materials and supplies	4,956,130	4,893,038
Student nutrition	4,313,046	3,907,279
Other expenses	11,191,022	10,959,787
Depreciation and amortization	5,911,723	5,001,322
Occupancy	15,590,332	13,765,927
Interest	5,004,380	4,026,541
Subtotal	<u>189,005,309</u>	<u>180,719,489</u>
Fund Development:	<u>809,397</u>	<u>743,865</u>
Management and General:		
Salaries and benefits	5,057,417	4,155,710
Depreciation	174,350	156,966
Occupancy	632,939	653,908
Operating expenses	2,718,938	3,761,088
Subtotal	<u>8,583,644</u>	<u>8,727,672</u>
Total Unrestricted Expenses	<u>198,398,350</u>	<u>190,191,026</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	12,079,787	6,876,995
NET ASSETS WITH DONOR RESTRICTION		
Contributions and grants, net	174,819	206,245
Net assets released from restrictions	(341,677)	(350,575)
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	<u>(166,858)</u>	<u>(144,330)</u>
CHANGE IN NET ASSETS	11,912,929	6,732,665
NET ASSETS, BEGINNING OF YEAR	58,223,367	51,507,135
NET ASSETS, END OF YEAR	<u><u>\$ 70,136,296</u></u>	<u><u>\$ 58,239,800</u></u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATED STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 11,912,929	\$ 6,732,665
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	5,800,216	5,057,067
Amortization expense (including bond discount)	285,855	109,139
Cash restricted for interest/ Debt Obligation Stipulations	(15,588,189)	2,672,659
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(2,548,198)	(644,318)
Prepaid expenses and other current assets	(1,099,052)	(707,121)
Security deposits	144,778	(33,084)
Note receivable - related party	-	100,000
Increase (decrease) in liabilities:		
Accounts payable and accruals	(803,553)	40,877
Accounts payable - related party	(7,746)	6,445
Interest payable	981,475	(12,515)
Deferred revenue	(3,018,100)	(4,612,767)
Net Cash Provided by Operating Activities	<u>(3,939,585)</u>	<u>8,709,047</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Restricted cash (received) used for construction	(4,668,656)	2,372,670
Capital expenditures	<u>(20,102,031)</u>	<u>(8,179,320)</u>
Net Cash Used by Investing Activities	<u>(24,770,687)</u>	<u>(5,806,650)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Amounts incurred for debt issuance	(1,807,395)	-
Loan proceeds, net	62,654,990	1,998,971
Loan principal payments	<u>(23,540,902)</u>	<u>(3,108,128)</u>
Net Cash Used By Financing Activities	<u>37,306,693</u>	<u>(1,109,157)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	8,596,421	1,793,240
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	47,795,480	46,018,673
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 56,391,901</u></u>	<u><u>\$ 47,811,913</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 5,860,631</u></u>	<u><u>\$ 4,201,431</u></u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES

Green Dot Public Schools National (GDPS National) (A California Nonprofit Public Benefit Organization) was organized on May 22, 2014. Financial activity began in July 2014. GDPS National was created to provide services to Green Dot Public Schools California (GDPS CA), Green Dot Public Schools Tennessee (GDPS TN), Green Dot Public Schools Washington State (GDPS WA), collectively referred to as Green Dot Regions, and United Parents and Students (UP&S). Related party transactions between GDPS National, GDPS CA, GDPS TN, GDPS WA, and UP&S have been identified on the face of the financial statements. See Note 2 for additional details regarding related party relationships and transactions.

GDPS National's mission is to promote the advancement of education and to lessen the burdens of government by managing the development and operation of public charter schools by Green Dot Public Schools California, a California nonprofit public benefit corporation, and such other nonprofit organizations that hereafter: (i) operate public charter schools; (ii) are organizations described in Section 170(b)(1)(A) (other than in clauses vii and viii) of the Internal Revenue Code (the "Code"); (iii) are organizations described in Section 501(c)(3) of the Code; and (iv) are controlled by or are an integral part of the corporation, including by obtaining and distributing philanthropic support, providing charter school facilities, providing charter school financing, providing operational or other support, designing curriculum, training and developing charter school staff, and assisting the organizations in obtaining philanthropic support, charter school facilities and charter school financing. Additionally, the corporation may engage in any activities that are reasonably related to or in furtherance of its stated public and charitable purposes, or in any other charitable activities.

GDPS CA (A California Nonprofit Public Benefit Organization) was organized in 1999. During the fiscal year ended June 30, 2019, GDPS CA operated twenty (21) charter schools. The charter schools operate under the approval of the California State Board of Education and the Inglewood Unified School District, Lennox School District, Los Angeles County office of Education, Compton Unified School District, and Los Angeles Unified School District. The charter schools receive per-pupil funding to help support operations. GDPS CA plans to open other charter schools in the future.

Delta Properties, Inc. (Delta) (A California Nonprofit Public Benefit Corporation) was formed in 2008 to support GDPS CA. Together with its subsidiaries, 111th Place, LLC (111th), 8255 Beach, LLC (Beach), 12628 S. Avalon, LLC (Avalon), Manchester & 27th, LLC (Manchester), 1655 27th Street Facilities, LLC (27th Street), 8205 Beach, LLC (8205 LLC), 810 East 111th, LLC, 12700 S. Avalon, LLC, and 11044 S. Freeman, LLC, its primary purpose is to finance, develop, lease, and maintain certain school facilities for the exclusive use of GDPS CA. GDPS CA is the sole member of Delta. Delta has a separate Board of Directors, approved by GDPS CA Board of Directors.

During the fiscal year ended June 30, 2019, GDPS TN operated five charters, Fairley High School (Fairley HS), Wooddale Middle School (Wooddale MS), Kirby Middle School (Kirby MS) and Hillcrest High School were opened during the fiscal year ended June 30, 2017. Fairley High School, Hillcrest High School, Kirby Middle School, and Wooddale Middle School operate under the approval of the Tennessee Department of Education (TDOE) and are part of the Achievement School District. During the fiscal year ended June 30, 2018, Bluff City High School was opened under the approval of the TDOE. Fairley High School, Hillcrest High School, Kirby Middle School, Wooddale Middle School, and Bluff City High School receive per-pupil funding to help support operations. GDPS TN plans to open other charter schools in the future.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

GDPS WA (A Washington State Nonprofit Public Benefit Organization) was organized on November 14, 2013. During the fiscal year ended June 30, 2019, GDPS WA operated three charters. Destiny Charter Middle School (Destiny) operates under the authorization of the Washington State Charter School Commission. In 2017-18 School year, GDPS WA assumed the operations of Excel Public Charter School in Kent, Washington. Washington State Charter School Commission approved the charter contract transfer of Excel Public Charter School (Excel) to GDPS WA. GDPS WA opened Rainier Valley Leadership Academy (Rainier) in July 2017, which was authorized by the Washington State Charter School Commission. GDPS WA decided to close Excel and Destiny. Their final school year was the 2018-2019 school year.

United Parents and Students (UP&S) was formed in July 2016 as a nonprofit public benefit corporation. Financial activity began in December 2016. UP&S receives services from GDPS National. Members of UP&S currently serve schools in California, Washington, and Tennessee.

The accompanying consolidated financial statements include the accounts of GDPS National, GDPS CA, Delta, GDPS TN, GDPS WA, and UP&S, collectively referred as Consolidated GDPS. Significant inter-company transactions and balances have been eliminated in the consolidated financial statements.

Related Parties

Transactions between GDPS National, GDPS CA, GDPS TN, GDPS WA, and UP&S have been identified on the face of the financial statements.

GDPS National is a national organization providing services to GDPS schools in California, Tennessee, Washington State, and UP&S. These services include, but are not limited to, Human Resources, Legal, Finance and Accounting, Information Technology, Knowledge Management, Development, Communication, Strategic Planning, and National Expansion. In exchange, the schools pay a service fee to GDPS National. Each of the regional offices operates their schools and oversees educational services in their region. In addition, GDPS National reserves the right to determine whether separate fees associated with a regional launch and new school start-up are required.

GDPS National grants GDPS CA, GDPS TN and GDPS WA a non-transferable, non-sub-licensable, and non-exclusive license to use, reproduce, and display the Green Dot brand, which include but are not limited to: trademarks, service marks, design marks, trade names, domain names, registrations in connection with GDPS National's oversight, support activities, and related educational activities of the schools in its region.

Refer to the table below for related party transactions between GDPS National and GDPS CA, GDPS TN, and GDPS WA as of June 30, 2019:

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

	Accounts Receivable - Related Party	Contracted Service Revenue	Contracted Service Expense	Shared Service Fee Revenue - National	Shared Service Fee Expense - National
GDPS National	\$ 541,109	\$ 468,085	\$ 828,941	\$ 12,603,635	\$ -

	Accounts Receivable - (Payable) Related Party	Contracted Service Revenue	Contracted Service Expense	Shared Service Fee Revenue - (Expense) National	Shared Service Fee Revenue - (Expense) - Reginal
GDPS CA Reginal Office	\$ (365,297)	\$ 56,168	\$ 2,297,913	\$ 10,493,026	\$ 20,740,295
GDPS CA Schools	-	-	-	-	(20,740,295)
GDPS TN Reginal Office	(122,704)	270,478	30,000	1,493,437	2,880,200
GDPS TN Schools	-	-	-	-	(2,880,200)
GDPS WA Reginal Office	31,123	202,295	-	567,172	1,053,321
GDPS WA Schools	-	-	-	-	(1,053,321)
UP&S	(82,931)	1,330,887	-	126,397	-
Total	<u>\$ (539,809)</u>	<u>\$ 1,859,828</u>	<u>\$ 2,327,913</u>	<u>\$ 12,680,032</u>	<u>\$ -</u>

Principles of Consolidation

The consolidated financial statements include the accounts of GDPS National, GDPS CA, GDPS TN, GDPS WA, and UP&S. All material inter-company transactions have been eliminated. The accounts of GDPS WA are included in the June 30, 2019, consolidated financial statements of GDPS National as of its fiscal year end of August 31, 2019. Unless otherwise noted, these consolidated entities are hereinafter referred to as GDPS. During July and August 2019, GDPS WA recognized revenue in the amount of \$1,270,979 from a deferred private grant. The purpose of the grant is to cover future operating costs.

Comparative Financial Information

The consolidated financial statements include certain prior-year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with GDPS' consolidated financial statements for the year ended June 30, 2018, from which the comparative information was derived.

Cash and Cash Equivalents

GDPS considers all cash and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

Receivables and Credit Policies

Accounts receivable consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Accounts receivable are written off when deemed uncollectable. At June 30, 2019, management has determined all accounts receivable are fully collectible and no allowance for bad debts has been established.

Conditional Promises

Conditional promises to give, which depend on the occurrence of specified future and uncertain events, are not recorded until the conditions are met.

Property and Equipment

It is GDPS policy to capitalize individual property and equipment purchases over \$5,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

GDPS' reviews the carrying values of fixed assets for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporarily in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. GDPS reports contributions restricted by donors as increases in net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. As of June 30, 2019, GDPS has \$138,253 net assets with donor restrictions.

Designated Net Asset Without Donor Restriction

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. GDPS had designated net assets without donor restriction of \$250,000 at June 30, 2019.

Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for GDPS CA, GDPS WA, and GDPS TN are derived principally from state and federal sources. Revenues related to these federal grants are recognized when qualifying expenses have been incurred and when all other grant requirements have been met. Unrestricted support given by the state is recognized as revenue when received. Any such funds received in advance are deferred to the applicable period in which the related services are performed, or expenditures are incurred, respectively.

Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give are not recognized until the conditions on which they depend have been substantially met. GDPS records special events revenue equal to the cost of direct benefits to donors, and contribution income for the difference.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statements of activities. The statements of activities present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses, excluding depreciation and grant disbursements are allocated on the basis of estimates of time and effort.

The financial statements report categories of expenses that are attributed to program service activities or supporting service activities. The expenses are generally directly attributable to a functional category with no significant allocations between program service activities and supporting service activities occurring.

Income Taxes

GDPS National is a nonprofit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation under Section 509(a)(3) and qualifies for deductible contributions as a public charity described in Section 170(b)(1)(A)(viii) and is exempt from state franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. Accordingly, no provision for income taxes has been reflected in these financial statements. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

GDPS National has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the consolidated financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. GDPS National management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

Estimates

The preparation of consolidated financial statements in conformity with generally accepted accounting principles requires GDPS to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Reclassification of Comparative Statements

GDPS reclassified certain expenses as program service or management and general as well as certain assets and liabilities on the Statement of Financial Position for the 2019 fiscal year. Accordingly, these reclassifications have been revised for the presentation of 2018 fiscal year.

Recent Accounting Pronouncements

On June 21, 2018, the FASB completed its project on revenue-recognition of grants and contracts by not-for-profit entities by issuing Accounting Standards Update (ASU) No. 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The amendments in the Update provide a more robust framework for determining whether a transaction should be accounted for as a contribution or as an exchange transaction.

Specifically, the amendments in the Update:

- Clarify how a not-for-profit entity determines whether a resource provider is participating in an exchange transaction or a contribution
- Help an entity to evaluate whether contributions are conditional or unconditional by stating that a conditional contribution must have (1) a barrier that must be overcome and (2) a right of return or release of obligation
- Modify the simultaneous release option currently in generally accepted accounting principles (GAAP), which allows a not-for-profit entity to recognize a restricted contribution directly in unrestricted net assets/net assets without donor restrictions if the restriction is not in the same period that revenue is recognized.

The ASU is effective for GDPS for the year ended June 30, 2020. Management is evaluating the impact of the adoption of this standard.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

Change in Accounting Principle

As of July 1, 2018, GDPS adopted the provisions of Accounting Standards Update (ASU) 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities*. The provisions of the ASU replace the existing three classes of net assets with two new classes (net assets without donor restrictions and net assets with donor restrictions) and enhance the disclosure requirements for GDPS' donor restricted endowment funds and underwater endowments. The ASU introduces new disclosure requirements to provide information about what is included or excluded from GDPS' intermediate measure of operations as well as disclosures to improve a financial statement user's ability to assess GDPS' liquidity and exposure to risk. The ASU also introduces new reporting requirements to present expenses by both function and natural classification in a single location and to present investment returns on the statements of activities net of external and direct internal investment expenses.

The amendments should be applied on a retrospective basis; however, if presenting comparative financial statements, the ASU allows for the option to omit, for any periods presented before the period of adoption, the analysis of expenses by both natural classification and functional classification (the separate presentation of expenses by functional classification and expenses by natural classification is still required), and the disclosure about liquidity and availability of resources. GDPS has elected not to present comparative information for these amendments.

GDPS has adopted this standard as management believes the standard improves the usefulness and understandability of GDPS' financial reporting.

Adjustments Resulting from Change in Accounting Policy

As disclosed above, GDPS adopted the provisions of ASU 2016-14, *Presentation of Financial Statements for Not-For-Profit Entities* as of June 30, 2019. As a part of the adoption, changes were made to the presentation of the financial statements and the classification of net assets. Following is a summary of the effects of the change in accounting policy in GDPS' June 30, 2018, net assets.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 1 - PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES, continued

	As Previously Reported	Adoption of ASU 2016-14	As Adjusted
Net Assets, July 1, 2017			
Unrestricted	\$ 51,105,694	\$ (51,105,694)	\$ -
Temporarily restricted net assets	401,441	(401,441)	-
Net assets without donor restrictions	-	51,105,694	51,105,694
Net assets with donor restrictions	-	401,441	401,441
	<u>\$ 51,507,135</u>	<u>\$ -</u>	<u>\$ 51,507,135</u>
Net Assets, June 30, 2018			
Unrestricted	\$ 57,918,256	\$ (57,918,256)	\$ -
Temporarily restricted net assets	305,111	(305,111)	-
Net assets without donor restrictions	-	57,918,256	57,918,256
Net assets with donor restrictions	-	305,111	305,111
	<u>\$ 58,223,367</u>	<u>\$ -</u>	<u>\$ 58,223,367</u>

NOTE 2 – LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, *within one year of the statement of financial position date, comprise of the following:*

Financial Assets:	
Cash and cash equivalents	\$ 56,391,901
Accounts receivable	18,609,174
Prepaid and other assets	<u>2,550,051</u>
Financial Assets, at year-end	<u>77,551,126</u>
Less those unavailable for general expenditures without one year, due to:	
Donor-imposed restriction:	
Restrictions by donor with purpose restrictions	(138,253)
Designations:	
Broad Foundation	<u>(250,000)</u>
	<u>(388,253)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 77,162,873</u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents consist of the following at June 30, 2019, and 2018:

	2019					Consolidated Reported Amounts	Bank Balance
	GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S		
Cash on hand and in banks	<u>\$ 4,486,396</u>	<u>\$ 46,186,682</u>	<u>\$ 1,062,840</u>	<u>\$ 3,390,828</u>	<u>\$ 1,265,155</u>	<u>\$ 56,391,901</u>	<u>\$ 59,129,440</u>

	2018					Consolidated Reported Amounts	Bank Balance
	GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S		
Cash on hand and in banks	<u>\$ 1,895,833</u>	<u>\$ 38,949,755</u>	<u>\$ 1,793,438</u>	<u>\$ 4,677,458</u>	<u>\$ 478,996</u>	<u>\$ 47,795,480</u>	<u>\$ 48,869,077</u>

The majority of Consolidated GDPS' cash is held in non-interest bearing accounts, which are subject to federally insured limits. Consolidated GDPS has not experienced any losses in such accounts. At June 30, 2019, consolidated GDPS had \$49,589,279 in excess of FDIC insured limits in non-interest bearing accounts.

NOTE 4 - RESTRICTED CASH AND INVESTMENTS

Restricted cash and investment consist of the following at June 30, 2019, and 2018:

	2019		2018	
	Reported Amount	Bank Balance	Reported Amount	Bank Balance
GDPS CA Current Restricted Cash and Investment	<u>\$ 16,746,804</u>	<u>\$ 16,746,804</u>	<u>\$ 4,234,896</u>	<u>\$ 4,234,896</u>
GDPS CA Non-Current Restricted Cash and Investment	<u>\$ 41,358,582</u>	<u>\$ 41,358,582</u>	<u>\$ 33,613,645</u>	<u>\$ 33,613,645</u>

GDPS CA and Delta's restricted cash and investments balance held in interest bearing accounts are insured up to \$250,000. At June 30, 2019, GDPS CA and Delta had \$57,105,386 in excess of FDIC insured limits. Delta has restricted cash and investments balance held in money market accounts that are not protected against loss; however, Delta's money market accounts are held in AAA rated investments. At June 30, 2019, Delta held \$28,170,595 in money market funds. Management believes GDPS CA and Delta are not exposed to any significant risk related to restricted cash and investments. Note that the \$57,105,386 in excess of FDIC insured limits includes the \$499,877 in Delta money market funds.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

Proposition 47, 55, and 1D

Restricted cash and investments in the amount of \$29,934,791 represents the remaining balance of funds received which are limited in use for the payment of costs of constructing and operating new facilities. Ánimo Leadership Charter High School (“CHS”), Oscar de la Hoya Ánimo CHS, and Ánimo Pat Brown Charter Middle School (“CMS”) were awarded funds under Proposition 47, Proposition 55, and Proposition 1D.

Restricted cash and investments in the amount of \$4,577,867 arise from conditions required by various financing arrangements, held to satisfy current obligations and long-term obligations. Financial statement classification is based on whether the restricted cash and investments are held to satisfy current or long-term obligations.

Delta's restricted cash and investments in the amount of \$23,592,728 arise from conditions required by various financing arrangements, with \$16,746,804 held to satisfy current obligations and \$6,845,924 held to satisfy long-term obligations. Financial statement classification is based on whether the restricted cash and investments are held to satisfy current or long-term obligations.

NOTE 5 - ACCOUNTS RECEIVABLE

Accounts receivable consist of the following at June 30, 2019, and 2018:

	2019					
	GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S	Total
Apportionment	\$ -	\$ 10,727,719	\$ 490,312	\$ -	\$ -	\$ 11,218,031
Federal receivable	-	1,360,916	576,602	90,912	-	2,028,430
Other State receivable	-	3,716,181	123,596	207,246	-	4,047,023
Other receivable	114,324	894,088	253,988	52,990	300	1,315,690
Total Accounts Receivable	<u>\$ 114,324</u>	<u>\$ 16,698,904</u>	<u>\$ 1,444,498</u>	<u>\$ 351,148</u>	<u>\$ 300</u>	<u>\$ 18,609,174</u>

	2018					
	GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S	Total
Apportionment	\$ -	\$ 6,322,436	\$ 489,762	\$ -	\$ -	\$ 6,812,198
Federal receivable	-	3,206,609	730,364	223,599	-	4,160,572
Other State receivable	-	3,504,482	489,938	62,109	-	4,056,529
Other receivable	298,753	347,360	177,229	7,435	200,900	1,031,677
Total Accounts Receivable	<u>\$ 298,753</u>	<u>\$ 13,380,887</u>	<u>\$ 1,887,293</u>	<u>\$ 293,143</u>	<u>\$ 200,900</u>	<u>\$ 16,060,976</u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 6 - CONDITIONAL PROMISES

On February 25, 2013, GDPS CA received an amendment to a promise from a private foundation conditioned upon opening new charter schools from December 1, 2006, to November 30, 2020. GDPS CA may receive \$250,000 in the first year of school operations, \$175,000 in the second year of school operations, and \$75,000 in the third year of school operations for a total of \$10,542,000 for 21 new schools opening. As of June 30, 2019, GDPS CA may receive \$325,000 over the next two years.

NOTE 7 – PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, 2019, and 2018:

	2019					
	GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S	Total
Land	\$ -	\$ 21,500,881	\$ -	\$ -	\$ -	\$ 21,500,881
Building and improvements	-	58,915,931	341,890	673,529	-	59,931,350
Leasehold improvements	831,519	50,656,060	3,893,099	-	-	55,380,678
Computer and equipment	1,844,914	4,787,700	-	-	59,424	6,692,038
Construction in progress	-	8,040,692	1,312,778	-	-	9,353,470
Subtotal	2,676,433	143,901,264	5,547,767	673,529	59,424	152,858,417
Less: accumulated depreciation	(1,146,073)	(34,704,507)	(805,264)	(292,528)	(23,152)	(36,971,524)
Total Property and Equipment	\$ 1,530,360	\$ 109,196,757	\$ 4,742,503	\$ 381,001	\$ 36,272	\$ 115,886,893

	2018					
	GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S	Total
Land	\$ -	\$ 18,414,559	\$ -	\$ -	\$ -	\$ 18,414,559
Building and improvements	-	37,842,490	341,890	-	-	38,184,380
Leasehold improvements	831,519	60,691,173	2,525,145	404,354	-	64,452,191
Computer and equipment	1,689,587	4,658,493	-	-	59,424	6,407,504
Construction in progress	-	7,490,900	733,213	258,080	-	8,482,193
Subtotal	2,521,106	129,097,615	3,600,248	662,434	59,424	135,940,827
Less: accumulated depreciation	(742,762)	(32,960,077)	(579,115)	(59,904)	(13,891)	(34,355,749)
Total Property and Equipment	\$ 1,778,344	\$ 96,137,538	\$ 3,021,133	\$ 602,530	\$ 45,533	\$ 101,585,078

Certain properties financed by new market tax credit transactions are restricted for use as outlined in the finance agreements.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 8 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable and accruals consist of the following at June 30, 2019, and 2018:

		2019				
		GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S
Salaries and benefits		\$ 918,961	\$ 4,019,221	\$ 880,305	\$ 295,254	\$ 85,801
Other accounts payable		557,652	8,047,221	642,612	498,469	4,587
Total Accounts Payable and Accruals		\$ 1,476,613	\$ 12,066,442	\$ 1,522,917	\$ 793,723	\$ 90,388

		2018				
		GDPS National	GDPS CA	GDPS TN	GDPS WA	UP&S
Salaries and benefits		\$ 1,091,526	\$ 4,948,159	\$ 1,316,777	\$ 415,652	\$ 106,480
Other accounts payable		308,149	7,072,401	1,060,331	425,697	8,464
Total Accounts Payable and Accruals		\$ 1,399,675	\$ 12,020,560	\$ 2,377,108	\$ 841,349	\$ 114,944

NOTE 9 - DEFERRED REVENUE

Deferred revenue consist of the following at June 30, 2019, and 2018:

		2019				
		GDPS CA	GDPS TN	GDPS WA	UP&S	Total
Proposition 47, 55, and 1D		\$ 29,706,102	\$ -	\$ -	\$ -	\$ 29,706,102
Federal sources		82,231	3,344	-	-	85,575
State sources		2,339,749	-	-	-	2,339,749
Other		538,821	-	3,399,166	288,855	4,226,842
Total Deferred Revenue		\$ 32,666,903	\$ 3,344	\$ 3,399,166	\$ 288,855	\$ 36,358,268

		2018				
		GDPS CA	GDPS TN	GDPS WA	UP&S	Total
Proposition 47, 55, and 1D		\$ 29,610,492	\$ -	\$ -	\$ -	\$ 29,610,492
Federal sources		4,873,796	-	-	-	4,873,796
Other		-	-	4,780,241	111,839	4,892,080
Total Deferred Revenue		\$ 34,484,288	\$ -	\$ 4,780,241	\$ 111,839	\$ 39,376,368

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS

At June 30, 2019, long-term obligations are summarized as follows:

	Balance July 01, 2018	Additions	Deductions	Balance June 30, 2019	Due in One Year
GDPS CA	\$ 89,202,097	\$ 60,502,171	\$ 23,348,625	\$ 126,355,643	\$ 2,043,462
GDPS TN	3,063,785	2,159,007	-	5,222,792	227,749
GDPS WA	340,186	-	192,277	147,909	147,909
Total	<u>\$ 92,606,068</u>	<u>\$ 62,661,178</u>	<u>\$ 23,540,902</u>	<u>\$ 131,726,344</u>	<u>\$ 2,419,120</u>

GDPS CA

At June 30, 2019, GDPS CA's long-term obligations summary is as follows:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019	Due in One Year
Proposition construction loans	\$ 29,075,617	\$ -	\$ 1,091,392	\$ 27,984,225	\$ 1,168,622
Notes payable	21,446,516	-	21,446,516	-	-
Bonds payable	38,437,531	60,502,171	799,446	98,140,256	695,000
Settlement agreements	242,433	-	11,271	231,162	179,840
Total	<u>\$ 89,202,097</u>	<u>\$ 60,502,171</u>	<u>\$ 23,348,625</u>	<u>\$ 126,355,643</u>	<u>\$ 2,043,462</u>

On September 29, 2015, GDPS CA entered into a loan agreement with 810 East 111th, LLC for the benefit of Ánimo James B. Taylor Charter Middle School. 810 East 111th, LLC, agreed to lend the principal sum of \$3,320,000 with no accrued interest on the principal sum outstanding with a maturity date of August 1, 2022. Monthly principal payments of \$45,000 are payable to 810 East 111th, LLC, commencing on October 25, 2015. As of June 30, 2019, no remaining balance was outstanding.

On October 1, 2018, GDPS CA entered into a loan agreement with 11044 S. Freeman LLC for the purpose of building a gym for the use by Ánimo Leadership Charter High School. 11044 S. Freeman LLC agreed to lend the principal sum of \$4,760,475 with accrued interest on the principal sum outstanding with a maturity date of June 25, 2048. A portion of the principal was used to pay an allocated share of all costs of issuance of the bonds and other expenses. Interest only payments were made through June 30, 2019. Principal payments for the loan commence July 25, 2019, and change annually, but are approximately \$26,195 per month. As of June 30, 2019, the remaining balance outstanding was \$4,760,475. Inter-company loans have been eliminated in the consolidated financial statements.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Proposition Construction Loans

At June 30, 2019, GDPS CA's proposition construction loans summary is as follows:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019	Due in One Year
Ánimo Leadership CHS	\$ 10,406,463	\$ -	\$ 432,259	\$ 9,974,204	\$ 440,904
Oscar De La Hoya Ánimo CHS	11,151,263	-	401,007	10,750,256	463,036
Ánimo Venice CHS	6,620,348	-	258,126	6,362,222	264,682
Ánimo Pat Brown CHS	897,543	-	-	897,543	-
Total	<u>\$ 29,075,617</u>	<u>\$ -</u>	<u>\$ 1,091,392</u>	<u>\$ 27,984,225</u>	<u>\$ 1,168,622</u>

Ánimo Leadership CHS

Per Proposition 47 and 1D, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as proposition construction revenue and expense on the Statement of Activities). One-half of the approved project costs paid under the award are required to be remitted back to the State in the form of loan payments over a period not to exceed 30 years.

The original proposition construction loan obligation of \$12,071,778 for building improvements represents one-half of the costs incurred for Ánimo Leadership CHS' approved Proposition 47 and 1D project. The site improvements made under the guidelines of the Proposition 47 and 1D awards are being accounted for as capital leases because the term of the lease exceeds 75 percent of the economic life of the leased property. At June 30, 2019, the proposition construction loan obligation is \$9,974,204.

Future payments are as follows:

Repayment Year	Principal *	Interest to Maturity	Total
2020	\$ 440,904	\$ 240,725	\$ 681,629
2021	449,722	231,907	681,629
2022	458,717	222,912	681,629
2023	467,891	213,738	681,629
2024	477,249	204,380	681,629
2025-2029	2,533,295	874,850	3,408,145
2030-2034	2,796,962	611,182	3,408,144
2035-2039	3,088,072	320,072	3,408,144
2040-2041	1,323,424	39,834	1,363,258
Total	<u>\$ 12,036,236</u>	<u>\$ 2,959,600</u>	<u>\$ 14,995,836</u>

* Total principal payment will be reduced by cash proceeds that are not utilized by the end of construction. As of June 30, 2019, \$4,216,604 was not utilized.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Ánimo Oscar De La Hoya CHS

Per Proposition 55 and 1D, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as proposition construction revenue and expense on the Statement of Activities and Changes in Net Assets). One-half of the approved project costs paid under the award are required to be remitted back to the State in the form of loan payments over a period not to exceed 30 years.

The original proposition construction loan obligation of \$13,892,600 for building improvements represents one-half of the costs incurred for Ánimo Oscar De La Hoya CHS' approved Proposition 55 project. The site improvements made under the guidelines of the Proposition 55 award are being accounted for as a capital lease because the term of the lease exceeds 75 percent of the economic life of the leased property. At June 30, 2019, the proposition construction loan obligation is \$10,750,256.

Future payments are as follows:

<u>Repayment Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2020	\$ 463,036	\$ 285,662	\$ 748,698
2021	422,706	274,669	697,375
2022	433,993	263,383	697,376
2023	445,580	251,795	697,375
2024	457,477	239,898	697,375
2025-2029	2,477,260	1,009,615	3,486,875
2030-2034	2,826,113	660,762	3,486,875
2035-2039	3,224,091	262,785	3,486,876
Total	<u>\$ 10,750,256</u>	<u>\$ 3,248,569</u>	<u>\$ 13,998,825</u>

Ánimo Venice CHS

Per Proposition 55, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as earned revenue and proposition expense on the Statement of Activities). One-half of the approved project costs paid under the award are required to be remitted back to the State of California in the form of lease payments over a period not to exceed 30 years.

The original capital lease obligation of \$8,256,797 for building improvements represents one-half of the costs incurred for Ánimo Venice CHS' approved Proposition 55. The site improvements made under the guidelines of the Proposition 55 award is being accounted for as a capital lease because the term of the lease with the State of California exceeds 75 percent of the economic life of the leased property. At June 30, 2019, the capital lease obligation is \$6,362,222.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Future payments are as follows:

Repayment Year	Principal	Interest to Maturity	Total
2020	\$ 264,682	\$ 161,600	\$ 426,282
2021	271,405	154,878	426,283
2022	278,299	147,984	426,283
2023	285,367	140,915	426,282
2024	292,616	133,667	426,283
2025-2029	1,578,414	552,999	2,131,413
2030-2034	1,789,319	342,095	2,131,414
2035-2038	1,602,120	103,010	1,705,130
Total	<u>\$ 6,362,222</u>	<u>\$ 1,737,148</u>	<u>\$ 8,099,370</u>

Ánimo Pat Brown CHS

Per Proposition 55 and 1D, one-half of the approved project costs paid under the award are reimbursed in the form of a State grant (recorded as earned revenue and proposition expense on the Statement of Activities and Changes in Net Assets). One-half of the approved project costs paid under the award are required to be remitted back to the State of California in the form of lease payments over a period not to exceed 30 years.

The June 30, 2019, capital lease obligation of \$897,543 for building improvements represents one-half of the costs incurred for Ánimo Pat Brown CHS' approved Proposition 55 and 1D project. The site improvements made under the guidelines of the Proposition 55 and 1D awards are being accounted for as capital leases because the term of the lease with the State of California exceeds 75 percent of the economic life of the leased property. At June 30, 2019, the project is incomplete. A payment schedule will not be provided until the project is complete.

Notes Payable

At June 30, 2019, GDPS CA's and Delta's notes payable summary is as follows:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019	Due in One Year
Delta	<u>\$ 21,446,516</u>	<u>\$ -</u>	<u>\$ 21,446,516</u>	<u>\$ -</u>	<u>\$ -</u>

In September 2011, Delta obtained several new market tax credit loans in total amount of \$21,200,000. Proceeds from the loans were to be used for the purpose of construction and acquisition of certain real property and improvements for school facilities. The loans maturity dates range from October 12, 2018, through October 12, 2041, and yielded interest ranging from 4.27 to 4.82 percent. On October 18, 2018, Delta issued School Facility Revenue Bonds to pay off the outstanding portion of the loans. At June 30, 2019, there was no remaining balance outstanding.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Bonds Payable

At June 30, 2019, Delta's bonds payable summary is as follows:

	Balance July 1, 2018	Additions	Deductions	Balance June 30, 2019	Due in One Year
Delta - bonds payable	\$ 37,875,000	\$ 56,155,000	\$ 655,000	\$ 93,375,000	\$ 695,000
Delta - bonds discount	(110,436)	-	(6,188)	(104,248)	-
Delta - premium	672,967	4,327,263	130,726	4,869,504	-
Total	<u>\$ 38,437,531</u>	<u>\$ 60,482,263</u>	<u>\$ 779,538</u>	<u>\$ 98,140,256</u>	<u>\$ 695,000</u>

Charter Revenue Bonds Series 2011A and 2011B

In July 2011, Manchester obtained bond financing through the California Statewide Community Development Authority. Details of these bonds are as follows:

Issuance	Description	Interest Rate	Maturity Date	Optional Redemption	Payment Terms	Balance June 30, 2019
Series 2011 A-1 & Series 2011 A-2	Tax exempt bond issues at an underwriter's discount utilized to acquire school facilities for use by GDPS CA. Issuance secured by deed of trust on those school facilities.	6.90-7.25%	8/1/31- 8/1/41	8/1/2021	Bond 1: Beginning February 1, 2012, interest coupon payments due semi-annually on February and August 1. Bond principal payments due annually August 1, beginning August 1, 2018. Bond 2: Beginning February 1, 2012, interest coupon payments due semi-annually on February and August 1. Bond principal payments due annually August 1, beginning August 1, 2032.	
						\$ 7,545,000
					Subtotal Series 2011 A	<u>\$ 7,545,000</u>
					Less: unamortized discount	(104,248)
					Subtotal Series 2011	<u>\$ 7,440,752</u>

The bond agreement requires Manchester to comply with various covenants, conditions and restrictions including maintaining certain financial ratios. Manchester is required to maintain a bond reserve cash account in an amount equal to the lesser: of (a) ten percent of the proceeds of the bonds; (b) maximum annual debt service with respect to the Series 2011A and Series 2011B bonds outstanding; or (c) 125 percent of average annual debt service with respect to the bonds. As of June 30, 2019, the reserve requirement amounted to \$761,450 and is reported as restricted cash and investments on the statement of financial position.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Costs associated with the issuance of these bonds payable have been capitalized as debt issue costs. These costs are amortized over the term of the notes. Amortization of the issuance costs for the year ended June 30, 2019, amounted to \$23,769.

Bonds payable are reported on the balance sheet net of a \$104,248 bond discount. The discount is being amortized to interest expense over the life of the bonds. The amortized bond discount charged to interest expense for the year ended June 30, 2019, was \$6,188.

School Facility Revenue Bonds Series 2015A and 2015B

Due diligence was performed by Standard & Poor's and an investment grade rating of BBB- was assigned to GDPS CA. The bonds were priced on September 14, 2015 at a 4.6 percent weighted interest rate on a par amount of \$31,105,000. The bond transaction closed on September 29, 2015. Details of these bonds are as follows:

Issuance	Description	Interest Rate	Maturity Date	Optional Redemption	Payment Terms	Balance June 30, 2019
Series 2015 A	Tax-exempt bond issued at an underwriter's discount utilized to acquire, construct, expand, remodel, renovate, improve, furnish and equip school facilities for use by GDPS CA. Issuance secured by deed of trust on those school facilities.	4.00-4.70%	8/1/25-8/1/45	N/A	Beginning February 1, 2016, interest coupon payments due semi-annually on February 1 and August 1. Bond principal payments due annually August 1, beginning August 1, 2023.	
Subtotal Series 2015 A						<u>\$ 26,710,000</u>
						<u>\$ 26,710,000</u>
Series 2015 B	Taxable bond issued at an underwriter's discount utilized to acquire, construct, expand, remodel, renovate, improve, furnish and equip school facilities for use by GDPS CA. Issuance secured by deed of trust on those school facilities.	5.00%	8/1/23	N/A	Beginning February 1, 2016, interest coupon payments due semi-annually on February 1 and August 1. Bond principal payments due annually August 1, beginning August 1, 2016.	
Subtotal Series 2015 B						<u>\$ 2,965,000</u>
						<u>2,965,000</u>
Plus: Premium						<u>661,992</u>
Subtotal Series 2015						<u>\$ 30,336,992</u>

Costs associated with the issuance of these bonds payable have been capitalized as debt issue costs. These costs are amortized over the term of the notes. Amortization of the issuance costs for the year ended June 30, 2019, amounted to \$135,463.

Bonds payable are reported on the balance sheet net of a \$661,992 bond premium. The premium is being amortized to interest expense over the life of the bonds. The amortized premium charged to interest expense for the year ended June 30, 2019, was \$10,975.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

With the issuance of bonds in October 2018, Delta reallocated the bond payable for the 2015 series bonds. Bond payable at 810 E. 111th LLC was reduced by \$1,705,000; bond payable at 111th Place LLC was increased by \$568,333; bond payable at 8255 Beach LLC was increased by \$568,333; and bond payable at 12628 S. Avalon LLC was increased by \$568,333.

School Facility Revenue Bonds Series 2018A and 2018B

Due diligence was performed by Standard & Poor and an investment grade rating of BBB- was assigned to GDPS CA. The bonds were priced on September 27, 2018, at a 4.45 percent weighted interest rate on a par amount of \$56,155,000. The bond transaction closed on October 11, 2018. Details of these bonds are as follows:

Issuance	Description	Interest Rate	Maturity Date	Optional Redemption	Payment Terms	Balance June 30, 2019
Series 2018A	Tax exempt bond issued at an underwriter's discount utilized to acquire, construct, expand, remodel, renovate, improve, furnish and equip school facilities for use by GDPS CA. Issuance secured by deed of trust on those school facilities.	5.00%	08/01/20-08/01/48	N/A	Beginning February 1, 2019, interest coupon payments due semi-annually on February 1 and August 1. Bond principal payments due annually August 1, beginning August 1, 2020.	
						\$ 55,570,000
					Subtotal Series 2018A	<u>\$ 55,570,000</u>
Series 2018B	Taxable bond issued at an underwriter's discount utilized to acquire, construct, expand, remodel, renovate, improve, furnish and equip school facilities for use by GDPS CA. Issuance secured by deed of trust on those school facilities.	5.00%	8/1/20	N/A	Beginning February 1, 2019, interest coupon payments due semi-annually on February 1 and August 1. Bond principal payment due August 1, 2020.	
						\$ 585,000
					Subtotal Series 2018B	<u>\$ 585,000</u>
					Plus: Premium	<u>4,207,512</u>
					Subtotal Series 2018	<u>\$ 60,362,512</u>
					Subtotal Series 2011	<u>7,440,752</u>
					Subtotal Series 2015	<u>30,336,992</u>
					Total Bonds Payable	<u><u>\$ 98,140,256</u></u>

Costs associated with the issuance of these bonds payable have been capitalized as debt issue costs. These costs are amortized over the term of the notes. Amortization of the issuance costs for the year ended June 30, 2019, amounted to \$99,765.

Bonds payable are reported on the balance sheet net of a \$4,207,512 bond premium. The premium is being amortized to interest expense over the life of the bonds. The amortized premium charged to interest expense for the year ended June 30, 2019, was \$119,751.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Future maturities of bonds payable are as follows:

Fiscal Year Ending June 30,	
2020	\$ 695,000
2021	1,630,000
2022	1,715,000
2023	1,810,000
2024	1,900,000
Thereafter	<u>85,625,000</u>
Total future maturities	93,375,000
Plus: unamortized premium	4,869,504
Less: unamortized discount	<u>(104,248)</u>
Total	<u><u>\$ 98,140,256</u></u>

Settlement Agreements

Alain Leroy Locke 3 CPA EAAP Case No. 11-7

On September 8, 2011, Alain Leroy Locke 3 College Preparatory Academy (Alain Leroy Locke 3 CPA) received a summary review determination letter from the Education Audit Appeals Panel (EAAP) regarding an audit finding from 2008-2009.

Alain Leroy Locke 3 CPA and the California State Controller's Office agreed to complete resolution of Audit Finding 2009-1 for the fiscal year 2008-2009 and determined that the questioned costs were \$338,181. At June 30, 2019, the balance was \$67,634. Though Alain Leroy Locke 3 CPA is now closed, payments will continue to be made by the GDPS CA Regional Office.

On September 12, 2011, the California Department of Education requested additional clarification for Alain Leroy Locke 3 CPA's June 30, 2010, audit finding 2010-1. According to the audit finding revision, Alain Leroy Locke 3 CPA has questioned costs in the amount of \$893,556 for an attendance compliance deficiency for 124 students exactly as noted in the above EAAP Case No. 11-7. As of June 30, 2019, GDPS CA has not settled with EAAP but has accrued the potential liability in accordance with the settlement calculation used on Case No. 11-7. At June 30, 2019, the estimated accrued balance was \$163,528.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

GDPS TN

On August 7, 2015, GDPS TN entered into a loan agreement with CSGF Memphis, LLC. CSGF Memphis agreed to lend the principal sum of \$585,000 with an interest rate of 1.00 percent per annum on the principal sum outstanding. The first principal payment of \$285,000 is due on December 31, 2021, and the entire unpaid principal amount of the note, together with all accrued unpaid interest is due on December 31, 2022. Upon successful accomplishment of the milestones outlined in the loan, certain of the amounts due under the loan may be forgiven and treated as a charitable grant. At June 30, 2019, the balance was \$585,000.

On October 5, 2016, GDPS TN entered into a loan agreement with CSGF Memphis, LLC. CSGF Memphis agreed to lend the principal sum of \$820,000 with an interest rate of 2.00 percent per annum on the principal sum outstanding. \$420,000 of the principal was to be used by Hillcrest High School and \$400,000 by Kirby Middle School. The first principal payment of \$38,415 for Hillcrest and \$36,585 for Kirby, respectively, is due on August 1, 2019. At June 30, 2019, the balance was \$820,000.

Future payments are as follows:

Fiscal Year Ending June 30,	Hillcrest HS	Kirby MS	Total
2020	\$ 38,415	\$ 36,585	\$ 75,000
2021	76,317	72,683	149,000
2022	76,317	72,683	149,000
2023	76,317	72,683	149,000
2024	76,317	72,683	149,000
2025	76,317	72,683	149,000
Total	<u>\$ 420,000</u>	<u>\$ 400,000</u>	<u>\$ 820,000</u>

On April 4, 2018, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance Fund lent the principal sum of \$2,740,083 with an interest rate of 5.75 percent per annum on the principal sum outstanding. As of June 30, 2019, GDPS TN has paid \$143,219 in interest. The first principal repayment of \$12,245 will commence on May 1, 2020, and the loan will be paid in full by April 1, 2025.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 10 - LONG-TERM OBLIGATIONS, continued

Future payments are as follows:

Fiscal Year Ending June 30,	Bluff
2020	\$ 12,245
2021	75,983
2022	80,469
2023	85,220
2024	90,251
2025	2,395,915
Total	<u>\$ 2,740,083</u>

On May 17, 2019, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance agreed to lend the principal sum of \$3,300,000 with an interest rate of 6.50 percent per annum on the principal outstanding per the modified loan agreement. GDPS will be drawing down on the principal amount until January 31, 2020, and paying the interest. As of June 30, 2019, GDPS TN has drawn down \$1,077,709 and has paid \$2,919 in interest. A payment schedule will be provided when the construction loan is closed.

GDPS WA

On March 29, 2018, GDPS WA assumed a loan from Excel in the amount of \$404,354. The loan was initially contracted between Excel and Raza Development Fund, Inc., a District of Columbia nonprofit corporation on May 20, 2015 before GDPS WA's operation of Excel began in 2017-18 year. Monthly payments total \$17,450, including principal and interest, and the loan will be paid off by May 2020. At August 31, 2019, the outstanding amount was \$147,909.

Future payments are as follows:

Repayment Year	Principal	Interest to Maturity	Total
2020	<u>\$ 147,909</u>	<u>\$ 4,223</u>	<u>\$ 152,132</u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 11 - FAIR VALUE FINANCIAL INSTRUMENTS

The carrying amounts and estimated fair values of Consolidated GDPS financial instruments as of June 30, 2019 are as follows:

	Carrying Amount	Fair Value
Cash and cash equivalents	\$ 56,391,901	\$ 56,391,901
Restricted cash and cash equivalents	\$ 58,105,386	\$ 58,105,386
Proposition construction loans	\$ 27,984,225	\$ 27,590,185
Notes payable	\$ 5,370,701	\$ 5,320,602
Bonds payable	\$ 93,375,000	\$ 95,616,043
Settlement agreements	\$ 231,162	\$ 231,162

The following methods and assumptions were used to estimate the fair value of each class of financial instruments:

Cash and cash equivalents—The carrying amount reported in the statement of financial position approximates fair value because of the short maturity of those instruments.

Restricted cash and investments—The carrying amount reported in the statement of financial position approximates fair value from quoted prices in active markets for identical assets.

Construction loans—The fair value of construction loans is estimated by discounting the future cash flows using the current rates at which similar loans would be made to borrowers with similar credit ratings and for the same remaining maturities.

Notes payable—The fair value of notes payable is estimated by discounting the future cash flows using the current rates at which similar loans would be made to borrowers with similar credit ratings and for the same remaining maturities.

Bonds payable—The fair value of bonds payable is based on quoted market prices for the same issues. The carrying amount reported in the statement of financial position approximates fair value.

Settlement agreements—The carrying amount reported in the statement of financial position approximates fair value because no interest is charged on future payments for these instruments.

Per ASC 825-10-50, Delta must disclose the fair market value of its financial instruments despite being a nonprofit corporation as Delta does not meet the definition of a "nonpublic entity". Delta qualifies as a publicly traded company due to the Manchester Bond Payable, which makes Delta a conduit bond obligor for conduit debt securities that are traded in a public market. Please note that the holder of the note is not Delta. In addition, Consolidated GDPS is not exempt from the disclosure as the entity's total assets are more than \$100 million on the date of the consolidated financial statements.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES

GDPS National and GDPS CA

GDPS National and GDPS CA entered into an agreement in January 2010, with LBA Realty Fund – Holding Co. VI, LLC, and LBA Realty Fund II Holding Co. I, LLC, to lease the premises on 1149 South Hill Street, Suite 600, Los Angeles, California. The term of the lease commences on September 1, 2010, and ends on December 31, 2024.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 1,025,470
2021	1,069,578
2022	1,133,488
2023	1,167,492
2024	599,796
Total	<u><u>\$ 4,995,824</u></u>

GDPS CA

Ánimo Inglewood CHS

GDPS CA entered into a lease agreement on behalf of Ánimo Inglewood CHS on July 18, 2011, with Manchester & 27th LLC, to lease the premises on 3348 W. 85th Street and 3425 W. Manchester Boulevard, Inglewood, California. The term of the lease commenced upon the date the lessor acquired the property and ends June 30, 2041. The base rent shall be paid in monthly installments equal to the principal and interest under the lessor's loan agreement dated February 1, 2011.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 677,448
2021	677,097
2022	681,057
2023	678,983
2024	681,218
Thereafter	14,946,668
Total	<u><u>\$ 18,342,471</u></u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES

Ánimo Ellen Ochoa CMS

On April 1, 2018, GDPS CA entered into a lease agreement with LAUSD on behalf of Ánimo Ellen Ochoa for the use of one of LAUSD's school sites for its main campus location. The location is at Robert Louis Stevenson Middle School. The term of the lease ended February 28, 2019, with a monthly rate of \$17,337.

GDPS CA entered into a lease agreement with 4360 Dozier Avenue LLC., on behalf of Ánimo Ellen Ochoa CMS on July 29, 2016, to lease the land on 4360 Dozier Ave, Los Angeles, 90022, Los Angeles, California. The term of the lease commenced January 1, 2019, and ends on June 30, 2027, with a monthly rate of \$53,910.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 646,903
2021	659,841
2022	725,825
2023	798,408
2024	878,249
Thereafter	3,197,703
Total	<u>\$ 6,906,929</u>

Ánimo South Los Angeles CHS

GDPS CA entered into a lease agreement on behalf of Ánimo South Los Angeles CHS on July 18, 2008, and amended and restated on October 1, 2018, with 111th Place LLC, to lease the premises on 11100 and 11130 South Western Avenue, Los Angeles, California. The term of the lease commenced on November 1, 2018, and ends on June 30, 2045.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 741,227
2021	741,530
2022	741,331
2023	767,298
2024	770,062
Thereafter	16,084,139
Total	<u>\$ 19,845,587</u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

Ánimo Westside CMS

GDPS CA entered into a lease agreement on behalf of Ánimo Westside CMS on September 20, 2012, with Playa Vista LLC, to lease the premises on 5456 McConnell Street, Los Angeles, California. The term of the lease commenced on April 1, 2013, and ends on June 30, 2028.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 727,152
2021	745,331
2022	763,964
2023	783,063
2024	802,640
Thereafter	3,416,298
Total	<u>\$ 7,238,448</u>

Ánimo Jefferson CMS and Ánimo Ralph Bunche CHS

GDPS CA entered into a lease agreement with 1655 27th Street Facilities LLC, on behalf of Ánimo Ralph Bunche CHS and Ánimo Jefferson CMS on October 1, 2018, to lease the premises on 1655 E. 27th Street, Los Angeles, California. The term of the lease commenced on November 1, 2018, and ends in June 30, 2048.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 1,075,202
2021	1,075,164
2022	1,075,858
2023	995,884
2024	995,238
Thereafter	23,862,826
Total	<u>\$ 29,080,172</u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

Ánimo Pat Brown CHS

GDPS CA entered into a lease agreement with 8255 Beach LLC, on behalf of Ánimo Pat Brown CHS on March 25, 2009, and amended and restated on October 1, 2018, to lease the premises on 8255 Beach Street, Los Angeles, California. The term of the lease commenced on November 1, 2018, and ends on June 30, 2048.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 1,124,533
2021	1,222,863
2022	1,223,717
2023	1,223,748
2024	1,222,955
Thereafter	29,322,799
Total	<u><u>\$ 35,340,615</u></u>

Ánimo Mae Jemison CMS

GDPS CA entered into a lease agreement with 12700 S. Avalon LLC, on behalf of Ánimo Mae Jemison CMS on October 1, 2018, to lease the land on 12700 S Avalon Boulevard, Los Angeles, California. The term of the lease commenced on November 1, 2018, and ends June 30, 2048. The base rent shall be paid in monthly installments.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 583,637
2021	583,614
2022	584,022
2023	584,037
2024	583,659
Thereafter	13,994,385
Total	<u><u>\$ 16,913,354</u></u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

Ánimo Watts CPA

GDPS CA entered into a lease agreement with 12628 S. Avalon LLC, on behalf of Ánimo Watts CPA on December 15, 2009, and amended and restated on October 1, 2018, to lease the land on 12628 South Avalon Boulevard, Los Angeles, California. The term of the lease commenced November 1, 2018, and ends on June 30, 2048.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 662,377
2021	662,680
2022	662,481
2023	648,448
2024	648,212
Thereafter	13,610,089
Total	<u><u>\$ 16,894,287</u></u>

Ánimo James B. Taylor CMS

GDPS CA entered into a lease agreement on October 1, 2018, with 810 E. 111th LLC to lease the land on 810 and 820 East 111th Place, Los Angeles, California. The term of the lease commenced on November 1, 2018, and ends June 30, 2048. The base rent shall be paid in monthly installments.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 607,047
2021	607,023
2022	607,447
2023	607,462
2024	607,069
Thereafter	14,555,696
Total	<u><u>\$ 17,591,744</u></u>

Agreements With Los Angeles Unified School District (LAUSD)

Ánimo Western CMS and Ánimo Phillis Wheatley CMS

On June 22, 2010, GDPS CA entered into a lease agreement with LAUSD on behalf of Ánimo Western CMS and Ánimo Phillis Wheatley CMS in accordance with the Public Choice Facilities Agreement. The location is Henry Clay Middle School. The term of the lease commenced on the first day of school operation and ends upon the expiration date of the schools' charter petitions.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

Ánimo Jackie Robinson CHS

On April 1, 2011, GDPS CA entered into a lease agreement with LAUSD on behalf of Ánimo Jackie Robinson CHS for the use of one of LAUSD's school sites for its main campus location. The location is at William Clinton Middle School. The term of the lease expires on June 30 of each year and is renewed annually.

Ánimo Florence-Firestone CMS

On April 1, 2016, GDPS CA entered into a lease agreement with LAUSD on behalf of Ánimo Florence-Firestone CMS for the use of one of LAUSD's school sites for its main campus location. The location is at Mary McLeod Bethune Middle School. The term of the lease expires on June 30 of each year and is renewed annually.

Alain Leroy Locke CPA

On September 11, 2007, GDPS CA entered into a lease agreement with LAUSD on behalf of Alain Leroy Locke CPA for the use of one of LAUSD's school site for its main campus location. The location is at Locke High School. The term of the lease commenced on the first day of school operations and ends upon the expiration date of the school's charter petition. The monthly payments will be withheld from the apportionment payments due to the school.

Ánimo CPA

On May 24, 2011, GDPS CA entered into a lease agreement with LAUSD on behalf of Ánimo CPA for the use of one of LAUSD's school sites for its main campus location. The location is at Jordan Senior High School. The term of the lease expires on June 30 of each year and is renewed annually.

Agreements With Inglewood Unified School District (IUSD)

Ánimo City of Champions CHS

On February 20, 2019, GDPS CA entered into a lease agreement with IUSD on behalf of Ánimo City of Champions CHS for the use of one of IUSD's sites for its main campus location. The location is at Inglewood Unified Special Ed. The term of the lease expires on June 30 of each year and is renewed annually.

Agreements With Compton Unified School District (CUSD)

Ánimo Compton CMS

On January 10, 2019, GDPS CA entered into a lease agreement with CUSD on behalf of Ánimo Compton CMS for the use of one of CUSD's sites for its main campus location. The location is at 13305 S. San Pedro St. The term of the lease expires on June 30 of each year and is renewed annually.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

GDPS TN

GDPS TN entered into an agreement on May 17, 2019, between GDPS TN, a Tennessee nonprofit public benefit corporation and Nonprofit Finance Fund, a New York not for profit corporation to secure a loan for the renovation and improvement of certain real property and improvements known as “Bluff City High School” leased by Borrower and located at and commonly known as 4100 Ross Road, Memphis, Tennessee in the amount of \$3,300,000. The term of the lease commences on May 1, 2020, and ends on March 1, 2025, with an additional 2 renewal terms ending in May 1, 2052.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 168,000
2021	168,000
2022	168,280
2023	171,646
2024	175,079
Thereafter	13,712,967
Total	<u><u>\$ 14,563,972</u></u>

GDPS WA

Green Dot Public Schools Washington (Home Office)

GDPS WA entered into an agreement on August 9, 2017 with the City of SeaTac to lease the premises at 4800 South 188th Street, Suite 250, SeaTac, Washington. The term of the lease commences on September 1, 2017, and ends on August 31, 2020. The City of SeaTac agreed to early termination of the lease with no penalty effective August 31, 2019.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

Destiny

GDPS WA entered into a lease agreement on behalf of Destiny on January 15, 2015 with PCSD Tacoma Facilities II LLC to lease the premises at 1301 East 34th Street, Tacoma, Washington. The term of the lease commences on August 1, 2015, and ends on June 30, 2045.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 541,216
2021	605,604
2022	617,716
2023	630,070
2024	642,672
Total	<u><u>\$ 3,037,278</u></u>

Rainier

GDPS WA entered into a lease agreement in March 2017 with WCSD MLK & Othello LLC to lease the premises at 3900 South Holly Park Drive, Seattle, Washington. The term of the lease commences on August 15, 2017 and ends on October 31, 2018.

GDPS WA entered into a lease agreement on February 21, 2017 with WCSD 6020 Rainier Ave S LLC to lease the premises at 6020 Rainier Avenue South, Seattle, Washington. The term of the lease commences on July 1, 2017, and ends on June 30, 2048.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 511,700
2021	521,934
2022	532,373
2023	543,020
2024	553,881
Thereafter	17,036,132
Total	<u><u>\$ 19,699,040</u></u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 12 - OPERATING LEASES, continued

Excel

GDPS WA entered into a lease agreement on March 12, 2015 with New Beginnings Christian Fellowship to lease the premises at 19300 108th Avenue, Kent, Washington. The term of the lease commences on July 1, 2015, end on July 31, 2020. During July 2019, GDPS WA subleased the facility to Ashe Preparatory Academy for the remaining terms of the lease.

Future payments are as follows:

<u>Fiscal Year</u>	<u>Payment</u>
2020	\$ 107,689
2021	110,381
Total	<u><u>\$ 218,070</u></u>

NOTE 13 - CONTINGENCIES

Consolidated GDPS has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

GDPS National has various outstanding claims or litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on GDPS National's financial position or result of operations.

NOTE 14 - RETIREMENT PLAN

401K

Effective January 1, 2016, GDPS National established a defined contribution plan (the Plan) covering all eligible employees 21 years or older and with one year of eligibility service. GDPS National makes a matching contribution equal to participants' contributions to the Plan up to 4.00 percent of the participant's compensation. Total expense for the year ended June 30, 2019, was \$ 190,821.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2019

NOTE 15 - SUBSEQUENT EVENTS

GDPS National's management has evaluated events or transactions that may occur for potential recognition or disclosure in the consolidated financial statements from the balance sheet date through March 5, 2020, which is the date the consolidated financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, other than those noted below, that would have a material impact on the current year consolidated financial statements.

GDPS TN

In May 2019, GDPS TN entered into a loan agreement for \$3,300,000 to build Phase II of the Bluff City High School. This loan would allow the school to build capacity to serve the 11th and 12th grades. Phase II of construction is anticipated to be completed in January 2020.

GDPS WA

On May 2, 2019, the GDPS WA Board of Directors voted to close Destiny Middle School and Excel Public Charter School. GDPS WA continues to operate Rainier Valley Leadership Academy Middle and High schools on a shared campus. On September 1, 2019, GDPS WA commenced their agreement with the Spokane ESD to provide the back office services of Finance and Accounting, Student Data and Information Systems and some Human Resources.



SUPPLEMENTARY INFORMATION

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS NATIONAL
STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2018)

JUNE 30, 2019

	2019	2018
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 4,486,396	\$ 1,895,833
Accounts receivable	114,324	298,753
Accounts receivable - related party	570,931	1,521,046
Prepaid expenses and other current assets	432,608	791,926
Total Current Assets	<u>5,604,259</u>	<u>4,507,558</u>
Non-Current Assets:		
Security deposits	36,034	36,034
Property and equipment	2,676,433	2,521,106
Less: accumulated depreciation	1,146,073	742,762
Total Non-Current Assets	<u>1,566,394</u>	<u>1,814,378</u>
Total Assets	<u><u>\$ 7,170,653</u></u>	<u><u>\$ 6,321,936</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 1,476,613	\$ 1,399,675
Accounts payable - related party	29,822	-
Total Current Liabilities	<u>1,506,435</u>	<u>1,399,675</u>
NET ASSETS		
Without donor restriction	<u>5,664,218</u>	<u>4,922,261</u>
Total Net Assets	<u>5,664,218</u>	<u>4,922,261</u>
Total Liabilities and Net Assets	<u><u>\$ 7,170,653</u></u>	<u><u>\$ 6,321,936</u></u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS NATIONAL
STATEMENT OF ACTIVITIES

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
NET ASSETS WITHOUT DONOR RESTRICTION		
REVENUES		
Contributions and grants	\$ 85,324	\$ 386,165
Local revenue	13,860,237	14,179,477
Total Revenues	<u>13,945,561</u>	<u>14,565,642</u>
EXPENSES		
Program Services:		
Salaries and benefits	7,129,882	8,041,624
Student services	543,121	691,009
Materials and supplies	58,872	43,904
Other expenses	2,291,583	2,039,896
Depreciation and amortization	403,313	368,631
Occupancy	520,122	524,440
Subtotal	<u>10,946,893</u>	<u>11,709,504</u>
Fund development	<u>809,397</u>	<u>743,865</u>
Management and General:		
Salaries and benefits	418,162	513,295
Shared services – related party	828,941	611,061
Operating expenses	200,211	210,590
Subtotal	<u>1,447,314</u>	<u>1,334,946</u>
Total Expenses	<u>13,203,604</u>	<u>13,788,315</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	741,957	777,327
NET ASSETS, BEGINNING OF YEAR	4,922,261	4,144,934
NET ASSETS, END OF YEAR	<u><u>\$ 5,664,218</u></u>	<u><u>\$ 4,922,261</u></u>

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS NATIONAL
STATEMENT OF CASH FLOWS

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 741,957	\$ 777,327
Adjustments to reconcile change in unrestricted net assets to net cash provided (used) by operating activities:		
Depreciation expense	403,311	368,631
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	184,429	(293,312)
Accounts receivable - related party	950,115	(1,283,579)
Prepaid expenses and other current assets	359,318	(333,469)
Note receivable - related party	-	100,000
Increase (decrease) in liabilities:		
Accounts payable and accruals	76,938	104,797
Accounts payable - related party	29,822	-
Net Cash Provided (Used) by Operating Activities	<u>2,745,890</u>	<u>(559,605)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(155,327)</u>	<u>(164,408)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	2,590,563	(724,013)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,895,833</u>	<u>2,619,846</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 4,486,396</u></u>	<u><u>\$ 1,895,833</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS CALIFORNIA
STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2018)

JUNE 30, 2019

	2019	2018
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 46,186,682	\$ 38,949,755
Restricted cash and investments	16,746,804	4,234,896
Accounts receivable	16,698,904	13,380,887
Prepaid expenses and other current assets	1,720,280	277,463
Total Current Assets	<u>81,352,670</u>	<u>56,843,001</u>
Non-Current Assets:		
Restricted cash and investments	41,358,582	33,613,645
Debt issue costs, net	4,009,326	2,525,299
Security deposits	424,514	569,292
Property and equipment	143,901,264	129,097,615
Less: accumulated depreciation	<u>34,704,507</u>	<u>32,960,077</u>
Total Non-Current Assets	<u>154,989,179</u>	<u>132,845,774</u>
Total Assets	<u><u>\$ 236,341,849</u></u>	<u><u>\$ 189,688,775</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 12,066,442	\$ 12,020,560
Accounts payable - related party	365,296	1,362,500
Interest payable	2,050,303	1,068,828
Deferred revenue	2,960,801	4,873,796
Current portion of long-term obligations	<u>2,043,462</u>	<u>18,795,609</u>
Total Current Liabilities	<u>19,486,304</u>	<u>38,121,293</u>
Other Liabilities:		
Deferred revenue - proposition funding	<u>29,706,102</u>	<u>29,610,492</u>
Total Other Liabilities	<u>29,706,102</u>	<u>29,610,492</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>124,312,181</u>	<u>70,406,488</u>
Total Liabilities	<u>173,504,587</u>	<u>138,138,273</u>
NET ASSETS		
Without donor restriction	62,823,935	51,445,391
With donor restriction	<u>13,327</u>	<u>105,111</u>
Total Net Assets	<u>62,837,262</u>	<u>51,550,502</u>
Total Liabilities and Net Assets	<u><u>\$ 236,341,849</u></u>	<u><u>\$ 189,688,775</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS CALIFORNIA
STATEMENT OF ACTIVITIES

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
NET ASSETS WITHOUT DONOR RESTRICTION		
REVENUES		
State apportionments	\$ 127,167,331	\$ 119,054,291
Federal revenue	16,118,140	14,910,262
Other State revenue	19,013,219	17,421,781
Contributions and grants	2,152,577	2,109,374
Donated services and property	-	79,385
Local revenue	8,081,775	3,274,213
Net assets released from restrictions	166,603	350,575
Total Revenues	172,699,645	157,199,881
EXPENSES		
Program Services:		
Salaries and benefits	86,541,003	82,366,042
Student services	20,353,950	18,502,642
Materials and supplies	4,181,850	4,027,400
Student nutrition	4,313,046	3,907,279
Other expenses	6,740,314	5,923,098
Depreciation and amortization	5,018,978	4,390,379
Occupancy	11,425,133	9,877,103
Interest	4,911,014	3,919,067
Subtotal	143,485,288	132,913,010
Management and General:		
Salaries and benefits	2,493,215	1,324,065
Depreciation	174,350	156,966
Shared services – related party	12,790,939	13,105,417
Occupancy	589,535	609,374
Operating expenses	1,787,774	2,392,105
Subtotal	17,835,813	17,587,927
Total Expenses	161,321,101	150,500,937
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	11,378,544	6,698,944
NET ASSETS WITH DONOR RESTRICTION		
Contributions and grants, net	74,819	6,245
Net assets released from restrictions	(166,603)	(350,575)
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	(91,784)	(344,330)
CHANGE IN NET ASSETS	11,286,760	6,354,614
NET ASSETS, BEGINNING OF YEAR	51,550,502	45,195,888
NET ASSETS, END OF YEAR	\$ 62,837,262	\$ 51,550,502

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS CALIFORNIA
STATEMENT OF CASH FLOWS

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 11,286,760	\$ 6,354,614
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	4,928,871	4,446,124
Amortization expense (including bond discount)	264,457	109,139
Cash restricted for interest/ Debt Obligation Stipulations	(15,588,189)	2,672,659
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(3,318,017)	(315,311)
Prepaid expenses and other current assets	(1,442,817)	(52,068)
Security deposits	144,778	13,891
Increase (decrease) in liabilities:		
Accounts payable and accruals	45,882	(208,210)
Accounts payable - related party	(997,204)	1,234,027
Interest payable	981,475	(12,515)
Deferred revenue	(1,817,385)	(2,217,717)
Net Cash Provided by Operating Activities	<u>(5,511,389)</u>	<u>12,024,633</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Restricted cash (received) used for construction	(4,668,656)	2,372,670
Capital expenditures, net	(17,988,090)	(5,957,612)
Net Cash Used by Investing Activities	<u>(22,656,746)</u>	<u>(3,584,942)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Amounts incurred for debt issuance	(1,742,296)	-
Loan proceeds, net	60,495,983	-
Loan principal payments	(23,348,625)	(3,041,272)
Net Cash Used by Financing Activities	<u>35,405,062</u>	<u>(3,041,272)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	7,236,927	5,398,419
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	38,949,755	33,551,336
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 46,186,682</u></u>	<u><u>\$ 38,949,755</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 5,767,265</u></u>	<u><u>\$ 3,919,067</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS TENNESSEE
STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2018)

JUNE 30, 2019

	2019	2018
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 1,062,840	\$ 1,793,438
Accounts receivable	1,444,498	1,887,293
Prepaid expenses and other current assets	3,000	-
Total Current Assets	<u>2,510,338</u>	<u>3,680,731</u>
Non-Current Assets:		
Debt issue costs, net	107,689	63,988
Security deposits	14,000	14,000
Property and equipment	5,547,767	3,600,248
Less: accumulated depreciation	805,264	579,115
Total Non-Current Assets	<u>4,864,192</u>	<u>3,099,121</u>
Total Assets	<u><u>\$ 7,374,530</u></u>	<u><u>\$ 6,779,852</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 1,522,917	\$ 2,377,108
Accounts payable - related party	122,704	103,281
Deferred revenue	3,344	-
Current portion of long-term obligations	227,749	269,094
Total Current Liabilities	<u>1,876,714</u>	<u>2,749,483</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	4,995,043	2,794,691
Total Liabilities	<u>6,871,757</u>	<u>5,544,174</u>
NET ASSETS		
Without donor restriction	402,773	1,235,678
With donor restriction	100,000	-
Total Net Assets	<u>502,773</u>	<u>1,235,678</u>
Total Liabilities and Net Assets	<u><u>\$ 7,374,530</u></u>	<u><u>\$ 6,779,852</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS TENNESSEE
STATEMENT OF ACTIVITIES

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
NET ASSETS WITHOUT DONOR RESTRICTION		
REVENUES		
State apportionments	\$ 19,525,782	\$ 17,801,752
Federal revenue	3,260,276	2,719,229
Other State revenue	482,298	675,635
Contributions and grants	437,228	2,740,718
Local revenue	677,315	604,296
Total Revenues	<u>24,382,899</u>	<u>24,541,630</u>
EXPENSES		
Program Services:		
Salaries and benefits	15,231,787	14,875,096
Student services	2,787,580	2,884,832
Materials and supplies	472,684	534,774
Student nutrition	-	-
Other expenses	871,272	989,042
Depreciation and amortization	247,547	173,147
Occupancy	2,260,843	2,451,193
Interest	75,644	98,725
Subtotal	<u>21,947,357</u>	<u>22,006,809</u>
Management and General:		
Salaries and benefits	1,078,343	1,131,517
Occupancy	-	2,390
Operating expenses	666,667	708,713
Shared services – related party	1,523,437	1,540,053
Subtotal	<u>3,268,447</u>	<u>3,382,673</u>
Total Expenses	<u>25,215,804</u>	<u>25,389,482</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	(832,905)	(847,852)
NET ASSETS WITH DONOR RESTRICTION		
Contributions and grants, net	<u>100,000</u>	<u>-</u>
CHANGE IN NET ASSETS	(732,905)	(847,852)
NET ASSETS, BEGINNING OF YEAR	<u>1,235,678</u>	<u>2,083,530</u>
NET ASSETS, END OF YEAR	<u><u>\$ 502,773</u></u>	<u><u>\$ 1,235,678</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS TENNESSEE

STATEMENT OF CASH FLOWS

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Unrestricted Net Assets	\$ (732,905)	\$ (847,852)
Adjustments to reconcile change in unrestricted net assets to net cash provided (used) by operating activities:		
Depreciation expense	226,149	170,279
Amortization expense	21,398	2,868
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	442,795	(389,000)
Prepaid expenses and other current assets	(3,000)	989
Increase (decrease) in liabilities:		
Accounts payable and accruals	(854,191)	(338,998)
Accounts payable - related party	19,423	(13,351)
Deferred revenue	3,344	(1,378,931)
Net Cash Provided (Used) by Operating Activities	<u>(876,987)</u>	<u>(2,793,996)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(1,947,519)</u>	<u>(1,394,866)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Amounts incurred for debt issuance	(65,099)	(66,856)
Loan proceeds, net	<u>2,159,007</u>	<u>1,658,785</u>
Net Cash Provided by Financing Activities	<u>2,093,908</u>	<u>1,591,929</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(730,598)	(2,596,933)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>1,793,438</u>	<u>4,390,371</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 1,062,840</u></u>	<u><u>\$ 1,793,438</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 75,644</u></u>	<u><u>\$ 98,725</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE
STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2018)

JUNE 30, 2019

	2019	2018
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 3,390,828	\$ 4,677,458
Accounts receivable	351,148	293,143
Accounts receivable - related party	31,123	-
Prepaid expenses and other current assets	394,163	381,610
Total Current Assets	<u>4,167,262</u>	<u>5,352,211</u>
Non-Current Assets:		
Security deposits	85,025	85,025
Property and equipment	673,529	662,434
Less: accumulated depreciation	292,528	59,904
Total Non-Current Assets	<u>466,026</u>	<u>687,555</u>
Total Assets	<u><u>\$ 4,633,288</u></u>	<u><u>\$ 6,039,766</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 793,723	\$ 841,349
Accounts payable - related party	-	49,240
Deferred revenue	3,399,166	4,780,241
Current portion of long-term obligations	147,909	192,277
Total Current Liabilities	<u>4,340,798</u>	<u>5,863,107</u>
Long-Term Obligation		
Non-current portion of long-term obligations	-	147,909
Total Liabilities	<u>4,340,798</u>	<u>6,011,016</u>
NET ASSETS		
Without donor restriction	<u>292,490</u>	<u>28,750</u>
Total Net Assets	<u>292,490</u>	<u>28,750</u>
Total Liabilities and Net Assets	<u><u>\$ 4,633,288</u></u>	<u><u>\$ 6,039,766</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE
STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
NET ASSETS WITHOUT DONOR RESTRICTION		
REVENUES		
State apportionments	\$ 6,330,451	\$ 4,422,095
Federal revenue	890,510	1,340,135
Other State revenue	913,217	627,779
Contributions and grants	3,723,234	7,736,108
Local revenue	1,504,866	909,631
Total Revenues	<u>13,362,278</u>	<u>15,035,748</u>
EXPENSES		
Program Services:		
Salaries and benefits	6,456,537	7,257,174
Student services	1,810,719	2,433,541
Materials and supplies	221,336	278,444
Other expenses	1,247,661	1,963,844
Depreciation	232,624	59,904
Occupancy	1,369,380	903,128
Interest	17,722	8,749
Subtotal	<u>11,355,979</u>	<u>12,904,784</u>
Management and General:		
Salaries and benefits	1,067,697	1,186,833
Shared services – related party	567,172	452,303
Occupancy	43,404	42,144
Operating expenses	64,286	449,680
Subtotal	<u>1,742,559</u>	<u>2,130,960</u>
Total Expenses	<u>13,098,538</u>	<u>15,035,744</u>
CHANGE IN NET ASSETS	263,740	4
NET ASSETS, BEGINNING OF YEAR	28,750	28,746
NET ASSETS, END OF YEAR	<u><u>\$ 292,490</u></u>	<u><u>\$ 28,750</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

GREEN DOT PUBLIC SCHOOLS WASHINGTON STATE
STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 263,740	\$ 4
Adjustments to reconcile change in unrestricted net assets to net cash provided (used) by operating activities:		
Depreciation expense	232,624	59,904
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(58,005)	554,205
Accounts receivable - related party	(31,123)	9,107
Prepaid expenses and other current assets	(12,553)	(322,573)
Cash received (paid) for security deposits, net	-	(46,975)
Increase (decrease) in liabilities:		
Accounts payable and accruals	(47,626)	517,338
Accounts payable - related party	(49,240)	49,240
Deferred revenue	(1,381,075)	(1,127,958)
Net Cash Provided (Used) by Operating Activities	<u>(1,083,258)</u>	<u>(307,708)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(11,095)</u>	<u>(662,434)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, net	-	404,354
Loan principal payments	(192,277)	(64,168)
Net Cash Provided by Investing Activities	<u>(192,277)</u>	<u>340,186</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(1,286,630)	(629,956)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>4,677,458</u>	<u>5,307,414</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 3,390,828</u></u>	<u><u>\$ 4,677,458</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 17,722</u></u>	<u><u>\$ 8,749</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

UNITED PARENTS AND STUDENTS
STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2018)

JUNE 30, 2019

	2019	2018
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 1,265,155	\$ 478,996
Accounts receivable	300	200,900
Total Current Assets	<u>1,265,455</u>	<u>679,896</u>
Non-Current Assets:		
Property and equipment	59,424	59,424
Less: accumulated depreciation	<u>23,152</u>	<u>13,891</u>
Total Non-Current Assets	<u>36,272</u>	<u>45,533</u>
Total Assets	<u><u>\$ 1,301,727</u></u>	<u><u>\$ 725,429</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 90,388	\$ 114,944
Accounts payable - related party	82,931	12,470
Deferred revenue	<u>288,855</u>	<u>111,839</u>
Total Current Liabilities	<u>462,174</u>	<u>239,253</u>
NET ASSETS		
Without donor restriction	814,627	286,176
With donor restriction	<u>24,926</u>	<u>200,000</u>
Total Net Assets	<u>839,553</u>	<u>486,176</u>
Total Liabilities and Net Assets	<u><u>\$ 1,301,727</u></u>	<u><u>\$ 725,429</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

UNITED PARENTS AND STUDENTS

STATEMENT OF ACTIVITIES

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
NET ASSETS WITHOUT DONOR RESTRICTION		
REVENUES		
Contributions and grants	\$ 404,044	196,883
Local revenue	1,345,522	1,270,638
Net assets released from restrictions	175,074	-
Total Revenues	<u>1,924,640</u>	<u>1,467,521</u>
EXPENSES		
Program Services:		
Salaries and benefits	1,086,307	1,015,741
Student services	97,790	97,894
Materials and supplies	21,388	8,516
Other expenses	40,192	43,907
Depreciation	9,261	9,261
Occupancy	14,854	10,063
Subtotal	<u>1,269,792</u>	<u>1,185,382</u>
Management and General:		
Shared services – related party	126,397	50,000
Total Unrestricted Expenses	<u>1,396,189</u>	<u>1,235,382</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	528,451	232,139
NET ASSETS WITH DONOR RESTRICTION		
Contributions and grants, net	-	200,000
Net assets released from restrictions	(175,074)	-
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	<u>(175,074)</u>	<u>200,000</u>
CHANGE IN NET ASSETS	353,377	432,139
NET ASSETS, BEGINNING OF YEAR	486,176	54,037
NET ASSETS, END OF YEAR	<u>\$ 839,553</u>	<u>\$ 486,176</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

UNITED PARENTS AND STUDENTS

STATEMENT OF CASH FLOWS

(With comparative financial information for the year ended June 30, 2018)

FOR THE YEAR ENDED JUNE 30, 2019

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ 353,377	\$ 432,139
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	9,261	9,261
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	200,600	(200,900)
Increase (decrease) in liabilities:		
Accounts payable and accruals	(24,556)	(34,050)
Accounts payable - related party	70,461	11,001
Deferred revenue	177,016	111,839
Net Cash Provided by Operating Activities	<u>786,159</u>	<u>329,290</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>-</u>	<u>-</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	786,159	329,290
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	478,996	149,706
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 1,265,155</u></u>	<u><u>\$ 478,996</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2019

	GDPS National	GDPS CA	GDPS TN	GDPS WA
ASSETS				
Current Assets:				
Cash and cash equivalents	\$ 4,486,396	\$ 46,186,682	\$ 1,062,840	\$ 3,390,828
Restricted cash and investments	-	16,746,804	-	-
Accounts receivable	114,324	16,698,904	1,444,498	351,148
Accounts receivable - related party	570,931	-	-	31,123
Prepaid expenses and other current assets	432,608	1,720,280	3,000	394,163
Total Current Assets	5,604,259	81,352,670	2,510,338	4,167,262
Non-Current Assets:				
Restricted cash and cash equivalents	-	41,358,582	-	-
Debt issue cost, net	-	4,009,326	107,689	-
Security deposits	36,034	424,514	14,000	85,025
Property and equipment	2,676,433	143,901,264	5,547,767	673,529
Less: accumulated depreciation	1,146,073	34,704,507	805,264	292,528
Total Non-Current Assets	1,566,394	154,989,179	4,864,192	466,026
Total Assets	\$ 7,170,653	\$ 236,341,849	\$ 7,374,530	\$ 4,633,288
LIABILITIES				
Current Liabilities:				
Accounts payable and accruals	\$ 1,476,613	\$ 12,066,442	\$ 1,522,917	\$ 793,723
Accounts payable - related party	29,822	365,296	122,704	-
Interest payable	-	2,050,303	-	-
Deferred revenue	-	2,960,801	3,344	3,399,166
Current portion of long-term obligations	-	2,043,462	227,749	147,909
Total Current Liabilities	1,506,435	19,486,304	1,876,714	4,340,798
Other Liabilities:				
Deferred revenue - proposition funding	-	29,706,102	-	-
Total Other Liabilities	-	29,706,102	-	-
Long-Term Obligations:				
Non-current portion of long-term obligations	-	124,312,181	4,995,043	-
Total Liabilities	1,506,435	173,504,587	6,871,757	4,340,798
NET ASSETS				
Without donor restriction	5,664,218	62,823,935	402,773	292,490
With donor restriction	-	13,327	100,000	-
Total Net Assets	5,664,218	62,837,262	502,773	292,490
Total Liabilities and Net Assets	\$ 7,170,653	\$ 236,341,849	\$ 7,374,530	\$ 4,633,288

See accompanying note to supplementary information.

UP&S	Eliminations	Total
\$ 1,265,155	\$ -	\$ 56,391,901
-	-	16,746,804
300	-	18,609,174
-	(600,753)	1,301
-	-	2,550,051
1,265,455	(600,753)	94,299,231
-	-	41,358,582
-	-	4,117,015
-	-	559,573
59,424	-	152,858,417
23,152	-	36,971,524
36,272	-	161,922,063
\$ 1,301,727	\$ (600,753)	\$ 256,221,294
\$ 90,388	\$ -	\$ 15,950,083
82,931	(600,753)	-
-	-	2,050,303
288,855	-	6,652,166
-	-	2,419,120
462,174	(600,753)	27,071,672
-	-	29,706,102
-	-	29,706,102
-	-	129,307,224
462,174	(600,753)	186,084,998
814,627	-	69,998,043
24,926	-	138,253
839,553	-	70,136,296
\$ 1,301,727	\$ (600,753)	\$ 256,221,294

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATING STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2019

	GDPS National	GDPS CA	GDPS TN
NET ASSETS WITHOUT DONOR RESTRICTION			
REVENUES			
State apportionments	\$ -	\$ 127,167,331	\$ 19,525,782
Federal revenue	-	16,118,140	3,260,276
Other State revenue	-	19,013,219	482,298
Contributions and grants	85,324	2,152,577	437,228
Donated services and property	-	-	-
Local revenue	13,860,237	8,081,775	677,315
Net assets released from restrictions	-	166,603	-
Total Revenues	13,945,561	172,699,645	24,382,899
EXPENSES			
Program Services:			
Salaries and benefits	7,129,882	86,541,003	15,231,787
Student services	543,121	20,353,950	2,787,580
Materials and supplies	58,872	4,181,850	472,684
Student nutrition	-	4,313,046	-
Other expenses	2,291,583	6,740,314	871,272
Depreciation and amortization	403,313	5,018,978	247,547
Occupancy	520,122	11,425,133	2,260,843
Interest	-	4,911,014	75,644
Subtotal	10,946,893	143,485,288	21,947,357
Fund Development	809,397	-	-
Management and General:			
Salaries and benefits	418,162	2,493,215	1,078,343
Depreciation	-	174,350	-
Shared services – related party	828,941	12,790,939	1,523,437
Occupancy	-	589,535	-
Operating expenses	200,211	1,787,774	666,667
Subtotal	1,447,314	17,835,813	3,268,447
Total Expenses	13,203,604	161,321,101	25,215,804
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION	741,957	11,378,544	(832,905)
NET ASSETS WITH DONOR RESTRICTION			
Contributions and grants, net	-	74,819	100,000
Net assets released from restrictions	-	(166,603)	-
CHANGE IN NET ASSETS WITH DONOR RESTRICTION	-	(91,784)	100,000
CHANGE IN NET ASSETS	741,957	11,286,760	(732,905)
NET ASSETS, BEGINNING OF YEAR	4,922,261	51,550,502	1,235,678
NET ASSETS, END OF YEAR	\$ 5,664,218	\$ 62,837,262	\$ 502,773

See accompanying note to supplementary information.

GDPS WA	UP&S	Eliminations	Total
\$ 6,330,451	\$ -	\$ -	\$ 153,023,564
890,510	-	-	20,268,926
913,217	-	-	20,408,734
3,723,234	404,044	-	6,802,407
-	-	-	-
1,504,866	1,345,522	(15,836,886)	9,632,829
-	175,074	-	341,677
13,362,278	1,924,640	(15,836,886)	210,478,137
6,456,537	1,086,307	-	116,445,516
1,810,719	97,790	-	25,593,160
221,336	21,388	-	4,956,130
-	-	-	4,313,046
1,247,661	40,192	-	11,191,022
232,624	9,261	-	5,911,723
1,369,380	14,854	-	15,590,332
17,722	-	-	5,004,380
11,355,979	1,269,792	-	189,005,309
-	-	-	809,397
1,067,697	-	-	5,057,417
-	-	-	174,350
567,172	126,397	(15,836,886)	-
43,404	-	-	632,939
64,286	-	-	2,718,938
1,742,559	126,397	(15,836,886)	8,583,644
13,098,538	1,396,189	(15,836,886)	198,398,350
263,740	528,451	-	12,079,787
-	-	-	174,819
-	(175,074)	-	(341,677)
-	(175,074)	-	(166,858)
263,740	353,377	-	11,912,929
28,750	486,176	-	58,223,367
\$ 292,490	\$ 839,553	\$ -	\$ 70,136,296

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

CONSOLIDATING STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2019

	GDPS National	GDPS CA	GDPS TN
CASH FLOWS FROM OPERATING ACTIVITIES			
Changes in net assets	\$ 741,957	\$ 11,286,760	\$ (732,905)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:			
Depreciation expense	403,311	4,928,871	226,149
Amortization expense (including bond discount)	-	264,457	21,398
Cash restricted for interest/ Debt Obligation Stipulations	-	(15,588,189)	-
Changes in operating assets and liabilities:			
(Increase) decrease in assets:			
Accounts receivable	184,429	(3,318,017)	442,795
Accounts receivable - related party	950,115	-	-
Prepaid expenses and other current assets	359,318	(1,442,817)	(3,000)
Security deposits	-	144,778	-
Increase (decrease) in liabilities:			
Accounts payable and accruals	76,938	45,882	(854,191)
Accounts payable - related party	29,822	(997,204)	19,423
Interest payable	-	981,475	-
Deferred revenue	-	(1,817,385)	3,344
Net Cash Provided (Used) by Operating Activities	2,745,890	(5,511,389)	(876,987)
CASH FLOWS FROM INVESTING ACTIVITIES			
Restricted cash (received) used for construction	-	(4,668,656)	-
Capital expenditures	(155,327)	(17,988,090)	(1,947,519)
Net Cash Used by Investing Activities	(155,327)	(22,656,746)	(1,947,519)
CASH FLOWS FROM FINANCING ACTIVITIES			
Amounts incurred for debt issuance	-	(1,742,296)	(65,099)
Loan proceeds, net	-	60,495,983	2,159,007
Loan principal payments	-	(23,348,625)	-
Net Cash Provided (Used) by Financing Activities	-	35,405,062	2,093,908
NET CHANGE IN CASH AND CASH EQUIVALENTS	2,590,563	7,236,927	(730,598)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	1,895,833	38,949,755	1,793,438
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 4,486,396	\$ 46,186,682	\$ 1,062,840
Supplemental cash flow disclosure:			
Cash paid during the period for interest	\$ -	\$ 5,767,265	\$ 75,644

See accompanying note to supplementary information.

GDPS WA	UP&S	Elimination	Total
\$ 263,740	\$ 353,377	\$ -	\$ 11,912,929
232,624	9,261	-	5,800,216
-	-	-	285,855
-	-	-	(15,588,189)
(58,005)	200,600	-	(2,548,198)
(31,123)	-	(918,992)	-
(12,553)	-	-	(1,099,052)
-	-	-	144,778
(47,626)	(24,556)	-	(803,553)
(49,240)	70,461	918,992	(7,746)
-	-	-	981,475
(1,381,075)	177,016	-	(3,018,100)
(1,083,258)	786,159	-	(3,939,585)
-	-	-	(4,668,656)
(11,095)	-	-	(20,102,031)
(11,095)	-	-	(24,770,687)
-	-	-	(1,807,395)
-	-	-	62,654,990
(192,277)	-	-	(23,540,902)
(192,277)	-	-	37,306,693
(1,286,630)	786,159	-	8,596,421
4,677,458	478,996	-	47,795,480
\$ 3,390,828	\$ 1,265,155	\$ -	\$ 56,391,901
\$ 17,722	\$ -	\$ -	\$ 5,860,631

GREEN DOT PUBLIC SCHOOLS NATIONAL
(A California Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2019

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Supplementary Financial Statements by Region

These financial statements include an account of each regional office controlled by GDPS National.

Consolidating Statements

The accompanying consolidating financial statements report the activities of GDPS National and are presented on the accrual basis of accounting. Eliminating entries in the consolidating financial statements are due to activities between GDPS National and its affiliates.

ADDENDUM A-7

ACCESS TO FACILITIES PLAN

Physical Location:

The campus will be housed in the historic Dr. Martin Luther King, Jr. Middle School building, located at 1400 Ave A Street in Jefferson County, Beaumont, Texas. The school district that serves this building is Beaumont Independent School District.

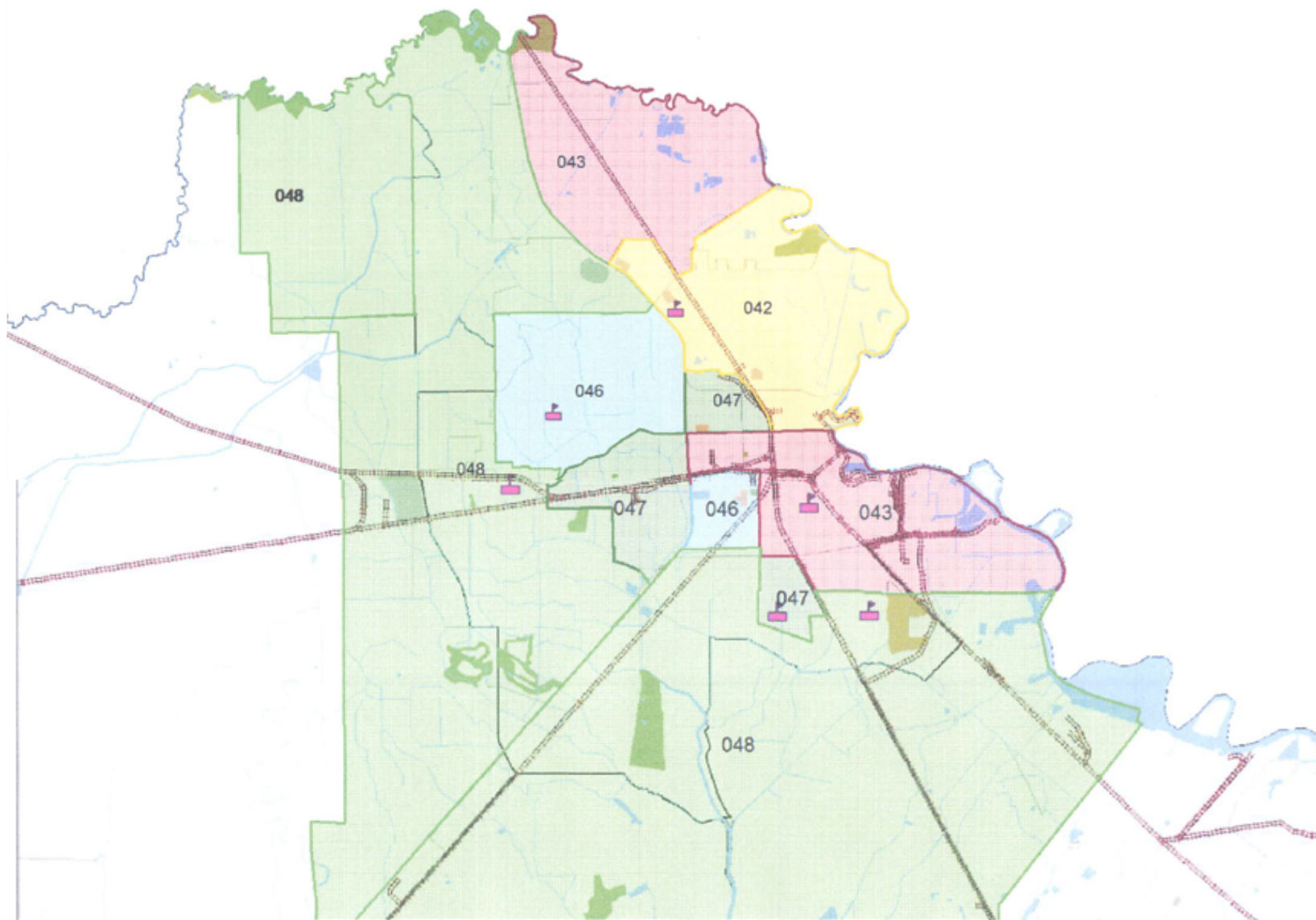
Facilities Assigned:

Green Dot Public Schools will be granted access to the entire facility as outlined in the facilities map

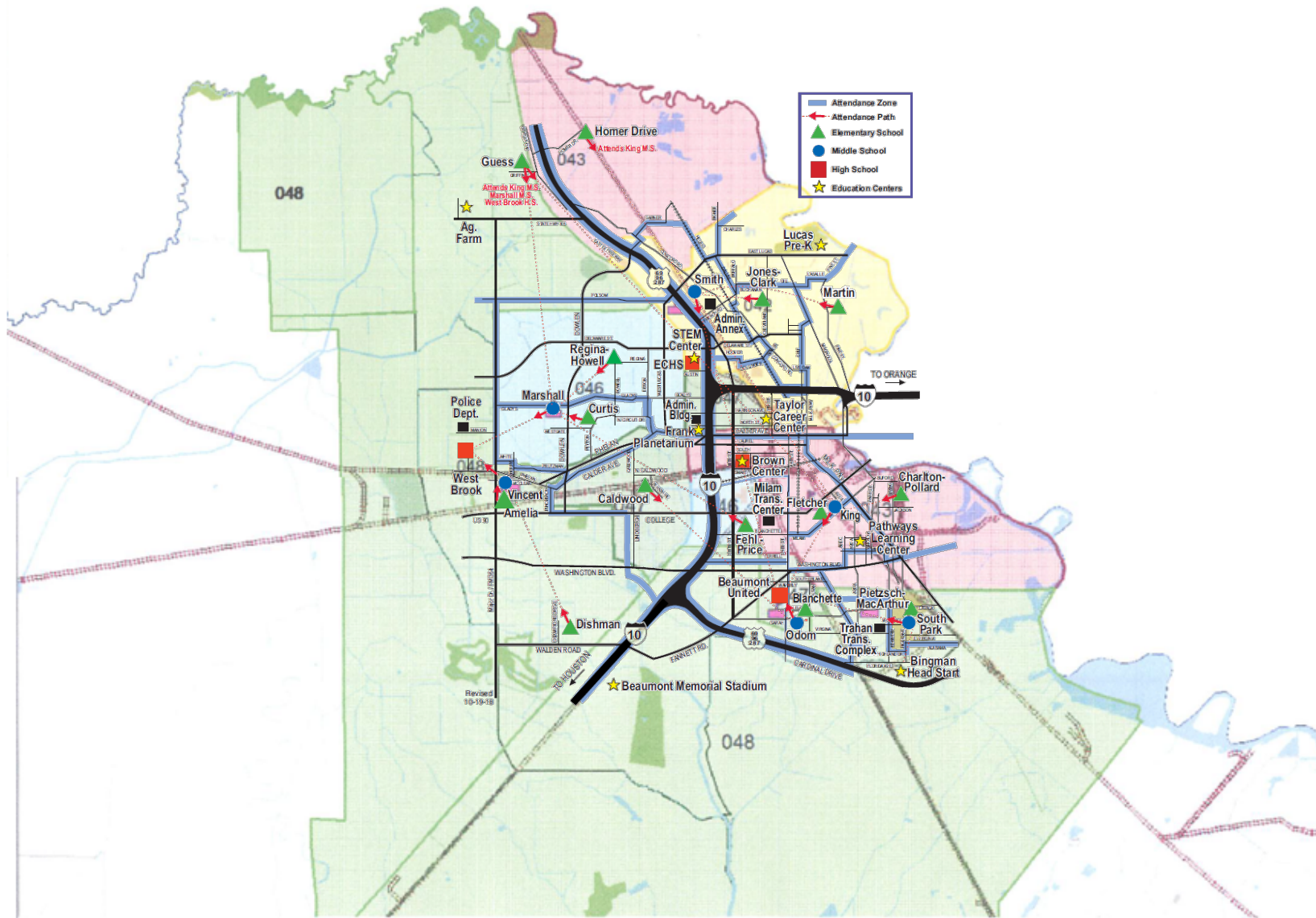
The district reserves the right to utilize the facility for district approved programs given OP is provided appropriate notice as long as the activity does not conflict with Green Dot Public Schools programming. Third party access will be granted in accordance with the terms of the agreement and district facility use agreements.

Please see the attached map. [Facility Map](#)

ADDENDUM A-7 ENROLLMENT ZONE, ML KING



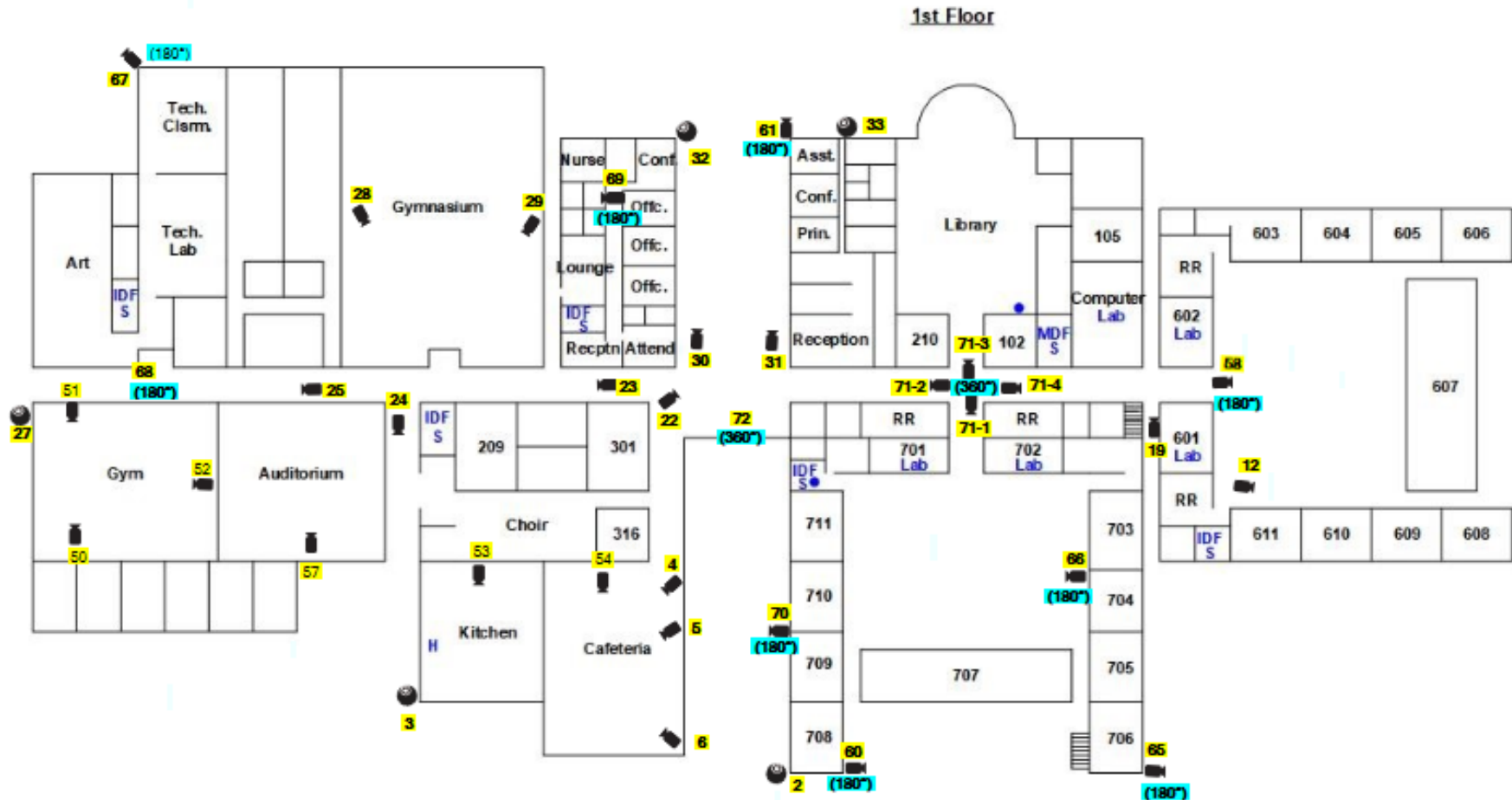
ADDENDUM A-7 ENROLLMENT ZONE, ML KING





Dr. Martin Luther King, Jr. Middle School
1400 Avenue A
Beaumont, Texas 77701 (409)617-5850

ADDENDUM A-7
FACILITY MAP
Page 1 of 2



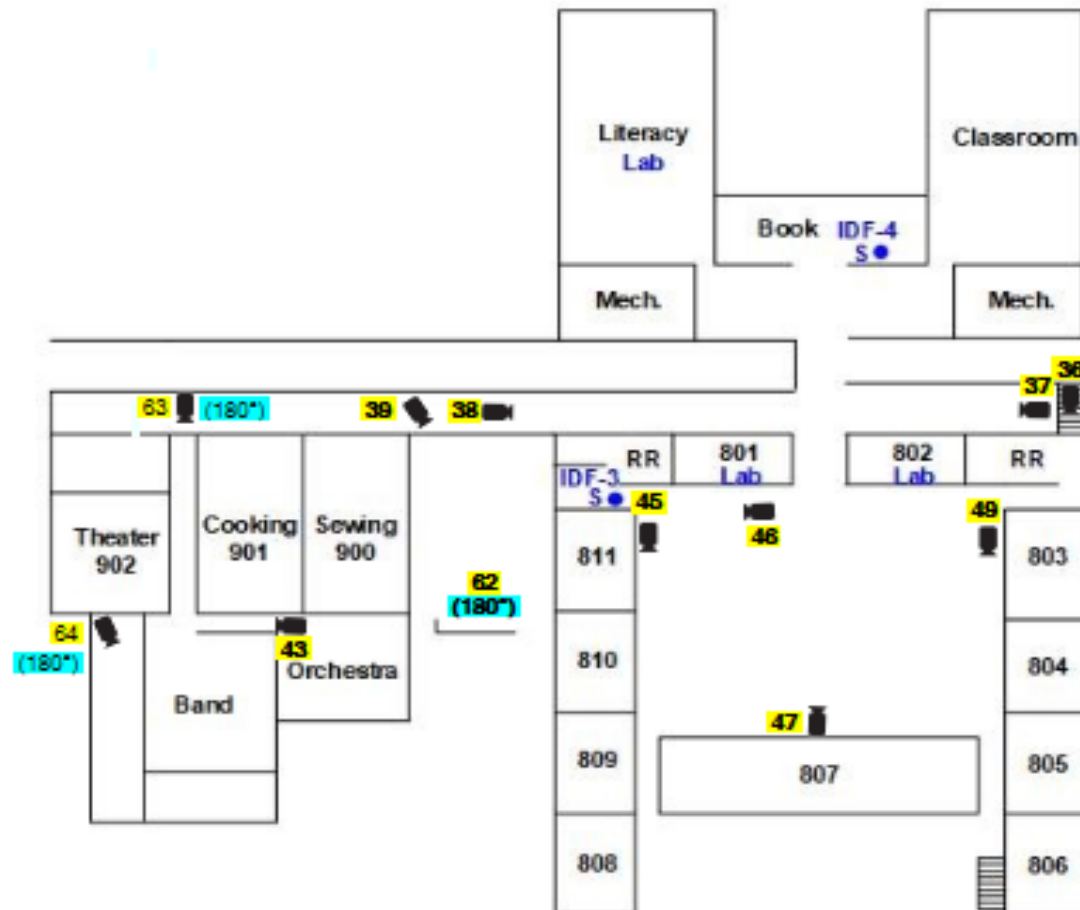


Dr. Martin Luther King, Jr. Middle School
1400 Avenue A
Beaumont, Texas 77701 (409)617-5850

ADDENDUM A-7
FACILITY MAP
Page 2 of 2

— = Fiber S = Switch
— = Cat 5 H = Hub

2nd Floor





Addendum A-8

Beaumont ISD -- Partnership Menu of Services

Service	Description of Service	Total Cost
Custodial		
Custodial Services	Full custodial services, supplies, and personnel	\$1.50 per square foot
Building and Grounds		
Routine Maintenance	HVAC, plumbing, electrical, structural, etc.	Plumbing- \$137.50 per hour HVAC-\$140 per hour Electrical - \$140 per hour
Grounds	Maintaining the campus grounds, trees, etc.	\$150 per hour
Utilities	Electricity, natural gas, water, and wastewater <i>(The total cost included in this Menu of Services is approximate. The actual cost of utilities will be charged to the OP)</i>	\$423.228
Transportation Services		
Bus Routes	Regular Ed Regular Daily Rate	\$349.89
	Special Bus Routes	\$349.89 +\$43.15 per hour bus monitor
Field Trips	Cost of special trips	\$25 per hour plus \$2.50 per mile
Copier		

1 Date Finalized: May 11, 2020



Beaumont ISD -- Partnership Menu of Services

Copier Contract	Copier contract at the campus; This includes rental and machine service <i>(The total cost included in this Menu of Services is approximate. The actual cost of copies will be paid by the OP)</i>	\$5,137.14 (\$5,137.14 per copier)
Substitutes		
Teacher	The fee associated with Teacher	\$310.16 daily rate
	Substitutes	\$125 per day
Support Staff	The fee associated with Support Staff from 3rd Party <i>(ESS Contract)</i>	\$115.44 daily rate
Student Services		
Special Education Services	Speech pathology, OT, PT, Special Education Counseling, Dyslexia Remediation Diagnostic Services for evaluation and write-up of full and individual evaluation <i>(To include PT, OT, speech pathology, educational diagnostician, licensed specialist in school psychology, dyslexia specialist as required by student need)</i>	\$125 per hour \$150 per hour per evaluator
504 Support	Training and Case Management	\$5,000 per school
Communications Portal (Blackboard)	Website Parent Communication Portal Mobile App	\$5.34 per student
Plan4Learning	Campus Improvement Plan Service	\$500 per campus



Beaumont ISD -- Partnership Menu of Services

Student Health Services	Cost of RN health services and duties and responsibilities of these services, health service supplies, and health software access	\$325 per student
Eduphoria	Data Disaggregation TTESS / TPESS Professional Development Tracking Services	\$2,355 per campus
Food Service		
Daily Breakfast/Lunch Service	Publicized breakfast and lunch fees	Lunch: Complimentary Program Breakfast Express: Complimentary Program
Auxiliary Facility Rental		
Facility Rental		Facility Use Charges published by the District
Business Services		
Contractor Criminal History Background Checks		\$48.50 per background check
Purchasing Services		Purchasing administrative charge of 3% to all orders

ADDENDUM 9

GREEN DOT PUBLIC SCHOOLS SOUTHEAST TEXAS BOARD

Marlene Canter
Chair

Blair Taylor
Vice Chair

Paul Miller
Secretary

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NEPOTISM

DBE
(LEGAL)

Definition In this policy, the term “appoint” includes appointing, confirming the appointment of, and voting to appoint or confirm the appointment of a person.

Nepotism Prohibited Except as provided by this policy, a public official may not appoint a person to a position that is to be directly or indirectly compensated from public funds or fees of office if:

1. The person is related to the public official by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree [see below]; or
2. The public official holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree.

Gov’t Code 573.002, .041; Atty. Gen. Op. JC-184 (2000)

Independent Contractor The nepotism law governs the hiring of an individual, whether the employee is hired as an individual or an independent contractor.
Atty. Gen. Op. DM-76 (1992)

Superintendent
Counties with
Population 35,000
or More In a district located wholly in, or whose largest part is located in, a county with a population of 35,000 or more, if, under the employment policy [see DC], a board delegates to the superintendent the final authority to select district personnel:

1. The superintendent is a public official for purposes of the nepotism prohibitions only with respect to a decision made under that delegation of authority; and
2. Each member of the board remains subject to the nepotism prohibitions with respect to all district employees.

For purposes of this provision, a person hired by a district before September 1, 2007, is considered to have been in continuous employment [see CONTINUOUS EMPLOYMENT, below] and is not prohibited from continuing employment with the district subject to the abstention requirements.

Education Code 11.1513(f)–(h)

Counties with
Population Less
Than 35,000 In a district located wholly in, or whose largest part is located in, a county with a population of less than 35,000, to the extent a board has delegated final hiring authority to a superintendent to select personnel [see DC], the superintendent is a “public official” for purposes of the nepotism laws. *Atty. Gen. Op. GA-123 (2003)* [See BBFB]

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NEPOTISM

DBE
(LEGAL)

**Compensation of
Prohibited Employee**

A public official may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the official knows the person is ineligible. *Gov't Code 573.083*

Consanguinity

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Gov't Code 573.022*

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

1. Parent or child (first degree);
2. Brother, sister, grandparent, or grandchild (second degree); and
3. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree).

Gov't Code 573.023(c)

Half-Blood
Relatives

There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *Atty. Gen. Op. LO-90-30 (1990)*

Affinity

Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person.

The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a school board member or officer of a school district only until the youngest child of the marriage reaches the age of 21 years.

Gov't Code 573.024

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

A person's relatives within the second degree by affinity are:

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NEPOTISM

DBE
(LEGAL)

1. The person's spouse;
2. Anyone related by consanguinity to the person's spouse within the first or second degree; and
3. The spouse of anyone related to the person by consanguinity within the first or second degree.

Gov't Code 573.025

**Effect of Board
Member Resignation**

All public officers shall continue to perform the duties of their offices until their successors shall be duly qualified, i.e., sworn in. Until the vacancy created by a board member's resignation is filled by a successor, the board member continues to serve and have the duties and powers of office, and a relative within a prohibited degree of relationship is barred from employment. *Tex. Const., Art. XVI, Sec. 17; Atty. Gen. Ops. JM-636 (1987), DM-2 (1991), O-6259 (1945)*

Exceptions

Continuous
Employment
("Grandfather
Clause")

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the public official to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

1. Thirty days, if the public official is appointed; or
2. Six months, if the public official is elected.

Gov't Code 573.062(a)

Retirees

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

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed public official. *Atty. Gen. Op. GA-177 (2004)*

Abstention

If an employee continues in a position under this exception, the public official to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Gov't Code 573.062(b)*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NEPOTISM

DBE
(LEGAL)

A “change in status” includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000)*

For an action to be “taken with respect to a bona fide category of employees,” the officeholder’s action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991)*

Substitute Teacher The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Gov’t Code 573.061*

Bus Driver
*Counties with
Population Less
Than 35,000* In a district located wholly in, or whose largest part is located in, a county with a population of less than 35,000, the nepotism prohibitions do not apply to an appointment or employment of a bus driver. *Gov’t Code 573.061(4)*

Trading A public official may not appoint a person to a position in which the person’s services are under the public official’s direction or control and that is to be compensated directly or indirectly from public funds or fees of office if:

1. The person is related to another public official within the prohibited degree; and
2. The appointment would be carried out in whole or in partial consideration for the other public official’s appointing a person who is related to the first public official within a prohibited degree.

Gov’t Code 573.044

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

Penalties An individual who violates the nepotism prohibitions shall be removed from his or her position. *Gov’t Code 573.081, .082*

An individual who violates Government Code 573.041 [see NEPOTISM PROHIBITED], 573.062(b) [see CONTINUOUS EMPLOYMENT and ABSTENTION], or 573.083 [see COMPENSATION OF PROHIBITED EMPLOYEE] commits an offense involving official misconduct. *Gov’t Code 573.084*

EMPLOYMENT REQUIREMENTS AND RESTRICTIONS
NEPOTISM

Addendum A-10

DBE
(LOCAL)

Employing Related Employees

In all cases involving employment, fair and equitable hiring practices shall be observed. Persons responsible for employment decisions in the District shall avoid any act or practice that might be interpreted as preferential consideration shown a relative.

Hiring / Supervising Family Members

An administrator shall not directly or indirectly supervise any employee who is related to him or her within the third degree of consanguinity or second degree of affinity. There shall not be any circumstance where an administrator's relative is either hired to work or allowed to work in a program or division that falls underneath the said administrator's reporting authority. This provision shall not apply to any employees hired or assigned prior to September 1, 2020.

Assignment of Related Employees

A member of the immediate family may teach and/or work in the same school, building, or worksite. However, because of the opportunity for conflicts to arise when members of the immediate family work on the same campus or at the same worksite, the District reserves the right to reassign an employee or restrict such employment. In all cases, one member of the immediate family shall not directly supervise and/or evaluate another immediate family member and/or be in the line of supervision to influence or affect the employment, promotion, salary administration, or other management or personnel transaction regarding the family member.

Definition

For purposes of this policy, "immediate family" shall be defined as relation by the third degree of consanguinity or second degree of affinity consistent with interpretation of Texas Government Code section 573.002. Immediate family shall include:

- Parent or child (first degree)
- Grandparent, grandchild, sibling (second degree)
- Great-grandparent, great-grandchild, aunt, uncle, niece, or nephew (third degree)

The provisions of the policy shall not apply to positions held by persons employed or assigned before the adoption date of this policy, September 2020, but shall apply to all subsequent assignments or positions held by any such employee.

Student Based Budgeting Negotiating Financials Template

INTRODUCTION

This document is intended to support a district's work with planning and negotiating financials for SB 1882 partnerships. It is intended to serve as a tool during the negotiation process but please note that all final financial stipulations must be included in the district's performance contract with the operating partner.

TABLE OF CONTENTS

TAB		DESCRIPTION
	Worksheet A	<i>Factors Used in Calculations</i>
	Worksheet B	<i>Campus Revenue</i>
	Worksheet C	<i>Campus Specific Expenses</i>
	Worksheet D	<i>District Level Expenses</i>
	Worksheet E	<i>Campus Income Statement</i>

HOW TO USE THIS DOCUMENT

Step 1: Complete worksheets A through D

Step 2: Review and discuss worksheets A through D

Step 3: Complete Worksheet E based on the completion of worksheets A through D

Addendum A-11

Worksheet Coversheet

Worksheet A**Factors Used in Calculations**

Factor	District (A)	Campus (B)			
<i>Projected Student Enrollment</i>	17,521	671			
<i>Anticipated Number of Bus Routes</i>	85	10			
<i>Building Square Footage</i>	3,359,857	136,756			

Note: If campus specific data is not available, use district averages for like campuses (i.e. elementary, middle, or high school).

Worksheet B

Campus Revenue

Source	Amount (A)				
State and Local Revenue (General Fund)	5,503,992				
Federal Title 1	435,000	some district set asides included			
Federal Title 2	132,530	covers reading and math coach			
Federal Special Education	114,467				
Instructional Allotment					
State 1882 Funds	1,016,424				
Total	\$7,202,413				

Note: If campus specific data is not available, use district averages for like campuses (i.e. elementary, middle, or high school).

Worksheet D

District Level Expenses

Expense	District Totals (A)	Campus (B)	Per Student
Administration			
General Administration Services	251,800	9,643	\$14.37
Business and Financial Services	3,070,191	117,579	\$175.23
Communication Services	343,543	13,157	\$19.61
Internal Audit Services	174,895	6,698	\$9.98
Human Resource Services	842,210	25,000	\$37.26
Student Attendance Accounting and PEIMS Services	301,615	11,551	\$17.21
GDPS Home Office			
Instructional & Student Support Services			
Curriculum Development Services	1,102,916		
Instructional Support Services	1,729,154		
Special Programs Management Services	829,825	31,780	\$47.36
Student Support Services			
Fine Arts Services	303,220	11,612	\$17.31
Health Services	213,294	8,168	\$12.17
Student Management Services	2,867	110	\$0.16
Student Services	113,460	4,345	\$6.48
Athletics	1,001,021	38,336	\$57.13
			\$0.00
Technology Services			
Management Information Services	178,861	6,850	\$10.21
Network Services	3,414,793	130,776	\$194.90
Security and Monitoring Services	2,795,086	107,043	\$159.53
Total	\$16,668,751	\$522,648	\$779

Worksheet E					
Campus Income Statement					
	Amount		Enrollment	671	monthly
Total Revenue (Worksheet B)	\$7,202,413	\$10,734		\$7,381,000	\$615,083
(minus) District Services (Total from Worksheet D, Column B)	\$522,648	\$779		\$522,648	\$141,287
Total Campus Budget Allocation	\$6,679,765	\$9,955			
(minus) Partner Chosen District Services (From Worksheet C, Column A)	\$1,172,792	\$1,748		\$1,172,792	
Remainder to Operate Campus	\$5,506,973	\$8,207		\$5,685,560	\$473,797
(plus) District subsidy		\$266			
Total Allocation		\$8,473		8473.264215	#VALUE!
Note: Services outlined in Worksheet C are projected; final campus allocations will be based upon actuals.					

10560

A-12 Budget	2021-2022
Certificated Salaries	2,815,000
Certificated Overtime, Bonuses, and Stipends	36,000
Substitute Services	89,326
Classified Salaries	754,560
Classified Overtime, Bonuses, and Stipends	-
Summer School & Summer Bridge	15,000
Certificated & Classified Benefits	873,964
Total Personnel Costs	4,583,850
Classroom and Academic	100,388
Office Supplies	123,437
Employee Related	32,530
Student Related	423,570
IT & Other Noncap Equipment	131,761
Facilities	768,951
Services	645,790
Non-Discretionary	40,320
Intercompany	300,000
Total Operating Costs	2,566,747
Total Expenses	7,150,597
	Total
Per Student	11,350

Assumed ADA=630, ~95%



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.F.8.**

Agenda Item Title: Approve Resolution regarding Extension of Leave Benefits

Cabinet Level Presenter(s): Dr. Shannon Allen

Additional Presenter(s): Derwin Samuels

Executive Summary: The Families First Coronavirus Response Act that created additional leave for employees impacted by COVID-19 expires on December 31, 2020. To date, Congress has not renewed the legislation; as such, BISD proposes this Resolution to create additional local leave for employees that are required to quarantine as a result of COVID-19. Specially, the Resolution extends the Employee Paid Sick Leave program through the end of the 2020-2021 school year and affords employees a maximum of 10 days (80 hours) of paid leave during the 2020-2021 school year. In order to be eligible, employees must have been employed for 60 business days.

Recommendation: Approve Resolution regarding Extension of Leave Benefits

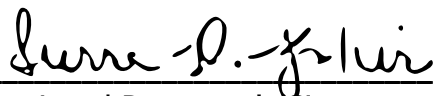
Budget Impact* (if applicable): Undetermined, as it is dependent upon the number and type of employees that require leave. Leave is paid at full pay if the employee is absent due to their requirement to quarantine and 2/3 pay if quarantine is due to their family member's necessity to quarantine or receive care.

Funding Source (if applicable):

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation):

Legal Review (if necessary, list attorney and firm): N/A


Cabinet Level Presenter's Signature

12/9/2020
Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

**RESOLUTION OF THE BOARD OF TRUSTEES OF
THE BEAUMONT INDEPENDENT SCHOOL DISTRICT
EXTENSION OF LEAVE BENEFITS**

WHEREAS, in April 2020, the federal government implemented the Family First Coronavirus Act (FFCRA) requiring, among other matters, employers including Beaumont Independent School District (“BISD” or the “District”) to provide qualified employees with up to 80 hours of paid sick leave for certain specified reasons;

WHEREAS, the entitlement of BISD employees to up to 80 hours of paid sick leave under the provisions of the FFCRA is set to expire December 31, 2020;

WHEREAS, should the FFCRA provisions expire on December 31, 2020, the Board of Trustees of the BISD (the “Board”) finds that a need still exists to provide certain additional forms of paid leave to qualified employees for certain specified reasons as set forth below;

WHEREAS, the Board finds this additional paid leave is necessary and that a public purpose exists in providing such additional leave because the District has a substantial public purpose in protecting the health and safety of its students, staff, and community and therefore desires to ensure that the school district and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19; and

WHEREAS, the Board seeks to retain its employees, reduce turnover, increase morale, help employees focus on work-related matters while at work, and ensure that campuses are as safe and healthy as possible and finds that an additional public purpose exists for that reason;

IT IS THEREFORE:

RESOLVED THAT the Board of Trustees of the Beaumont Independent School District finds a substantial public purpose exists in protecting the health and safety of its students, staff, and community and therefore in ensuring that the school district and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19;

FURTHER RESOLVED THAT the Board of Trustees of the Beaumont Independent School District finds a public purpose also exists in retaining its employees, reducing turnover, increasing morale, helping employees focus on work-related matters while at work, and ensuring that campuses are as safe and healthy as possible;

FURTHER RESOLVED THAT, in addition to the leave granted in Board Policy DEC (Local), the Board grants a total of up to ten (10) days of paid leave in the 2020-2021 school year at an employee’s regular rate of pay (except as stated below) in the 2020-2021 school year for all employees who otherwise would have qualified for leave under the FFCRA for the following specific reasons:

- (1) If an employee tests positive for COVID-19 and provides the District a positive test result;
- (2) If an employee has symptoms of COVID-19 as set forth in the Texas Education Agency Public Health Guidance and/or Center for Disease Control Guidance, and, if requesting more than three (3) total days of leave for symptoms, provides a note from a medical doctor with a COVID-19 diagnosis or a positive test result;
- (3) Up to four (4) days if an employee is awaiting the results of a COVID-19 test, and the employee provides the test results to the District;
- (4) If an employee is required by the District or a medical doctor with medical certification provided to the District to quarantine as a result of being a close contact and is not eligible to continue reporting to work under the District's critical infrastructure regulations; and/or
- (5) If an employee is caring for a member of his/her family who lives in his/her household and who meets all the criteria of (1), (2), (3) above including the requirement to provide the District with a test result/note from a medical doctor or if an employee is caring for a child under the age of eighteen (18) who is required by the child's school or a medical doctor to quarantine, and if the requirement is from a medical doctor, the employee provides a note from the medical doctor; However under this provision, the employee is entitled to up to ten (10) days at 2/3 pay, not full regular pay.

FURTHER RESOLVED THAT, in order for an employee to be eligible for the additional leave under this Resolution, the employee must have been employed in a full-time position for a minimum of 60 business days. Long-term substitutes that meet this definition are eligible, day-to-day substitutes are not eligible.

FURTHER RESOLVED THAT, in lieu of providing leave under this Resolution, the District may require an employee to telework in the sole discretion of the Superintendent or her designee, and an employee who refuses to telework is not entitled to these additional leave benefits;

FURTHER RESOLVED THAT, if certain leave was covered under the FFCRA but is not so mentioned above, BISD is not providing this additional paid leave for that FFCRA reason except as may be required by law;

FURTHER RESOLVED THAT, an employee who used all available leave (up to 80 hours) under the Emergency Paid Sick Leave provisions of the FFCRA is not entitled to additional leave under this Resolution, and an employee who used partial available leave under the Emergency Paid Sick Leave provisions of the FFCRA is only entitled to leave up to a total of up to 80 hours including any leave previously used under the FFCRA. In addition, once any employee reaches ten (10) days of paid leave under the FFCRA and this Resolution (a total of 10 days) in the 2020-2021 school year, the employee must use his/her personal leave days;

FURTHER RESOLVED THAT this Resolution expires and is no longer in effect without any further action by the Board at the earlier of the following: (1) the extension of the FFCRA or a substantially similar amendment thereto; or (2) the end of an employee's duty calendar for the 2020-2021 school year. The Board may otherwise terminate this Resolution by Board action at any time.

FURTHER RESOLVED THAT the Board authorizes the Superintendent to interpret and implement this Resolution in her sole discretion.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Beaumont Independent School District during a regularly called meeting December 15, 2020, a quorum of the Board of Trustees being then present, it was then duly moved and seconded that the resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this 15th day of December, 2020.

President, Board of Trustees

ATTEST:

Secretary, Board of Trustees



Board Exhibit Cover Sheet

Meeting Date: December 15, 2020

Agenda Item/Exhibit Number: **III.F.9.**

Agenda Item Title: 2020-2021 Class Size Waivers

Cabinet Level Presenter(s): Dr. Anita Frank

Additional Presenter(s): N/A

Executive Summary: Texas Education Code 25.112 states that the allowable class size for students in grades kindergarten through four is 22 students per teacher. At the beginning of the year, each district must review its class size enrollment to determine whether there are classes in the district that do not meet the requirements of this law. If the review indicates that any class for grades K-4 exceeds the allowable class size limit, the district must submit a request for exception under TEC 25.112 (waiver).

Recommendation: The Board approves the requested class size waivers.

Budget Impact* (if applicable): N/A

Funding Source (if applicable): N/A

Compliance with Purchasing Guidelines (list applicable guidelines, including grant requirements): N/A

Policy Reference (if applicable, list policy/regulation): N/A

Legal Review (if necessary, list attorney and firm): N/A

Anita Frank

Cabinet Level Presenter's Signature

12/9/20

Date

*CFO Signature (required if there is a budget impact)

Date

General Counsel's Signature

Date

BEAUMONT INDEPENDENT SCHOOL DISTRICT

Class Size Exception 2020-2021

At the beginning of the school year, each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades kindergarten (K) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades K-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request for exception under TEC §25.112(d). Districts are to enter ONLY the total number of classes/sections and the reason(s) per campus that exceeds the 22:1. Class size limits do not apply to physical education or fine arts classes. The exception request must be submitted to TEA (Commissioner) not later than the later of October 1 or the 30th day after the first school day the district exceeds the limit.

Campus Name	Grade	Number of Students	Reason
Blanchette Elementary	2 nd Grade Virtual	26	Teachers
Caldwood Elementary	2 nd Grade Virtual	26	Teachers
Curtis Elementary	3 rd Grade Virtual	26	Teachers
Fehl-Price Classical Academy	1 st Grade (2 classes)	26, 30	Teachers
	2 nd Grade (2 classes)	23, 24	Teachers
Fletcher Elementary	3 rd Grade Bilingual	25	Teachers
PLA @ Jones-Clark Elementary	1 st Grade (4 classes)	24, 24, 24, 25	Teachers
	2 nd Grade	23	Teachers
Regina-Howell Elementary	Kindergarten	30	Teachers
	1 st Grade Virtual	28	Teachers
	2 nd Grade Virtual	27	Teachers