



BOARD BUSINESS MEETING A&B COMBINED

Monday, July 20, 2026
5:30 PM
Board Room
514 W. Quincy Street
San Antonio, TX 78212

AGENDA

1. Meeting Called to Order

A. Roll Call of Board Members Present and Declaration of Quorum Present _____
Absent _____

1. Ms. Alicia Sebastian
2. Mrs. Christina Martinez
3. Mr. Jacob Ramos
4. Mr. Ed Garza
5. Mrs. Stephanie Torres
6. Mr. Arthur Valdez
7. Dr. Mike Villarreal

B. Recording of Interim Superintendent Present

1. Ms. Toni Thompson

C. Pledge of Allegiance to the U. S. Flag

D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

E. Citizens' Presentations - 60-minute total time limit for this item

2. Governance

A. Discussion and Possible Action on the Employment of Dr. Adrian Bustillos as Superintendent of Schools for the San Antonio Independent School District 5

B. Take action to submit a request to the Texas Education Agency for the waiver of the certification for superintendent for Dr. Adrian Bustillos as permitted by the Texas Education Code and The Texas Education Agency Rules 7

C. 2026 STAAR 3-8 and EOC Results with Goal 1 and 2 Updates 9

BOARD OF TRUSTEES

Alicia Sebastian | PRESIDENT

Jacob Ramos | SECRETARY

Stephanie Torres | TRUSTEE

Mike Villarreal, Ph.D. | TRUSTEE

Christina Martinez | VICE PRESIDENT

Ed Garza | TRUSTEE

Arthur V. Valdez | TRUSTEE

Adrian Bustillos, Ph.D. | SUPERINTENDENT



D. Update and Possible Action from the 2026 Blue Ribbon Task Force	11
E. Report on SAISD School Board Conferences and Annual Board Member Training	15
3. Consent Agenda	
A. Approval to submit the Staff Development Minutes Waiver to the Texas Education Agency (TEA) for the 2026-2027 and 2027-2028 School Years	17
B. Approval of Student Code of Conduct 2026-2027	19
C. Approval of Library Materials Book List (Senate Bill 13)	21
D. Approval of the Memorandum of Understanding (MOU) Between SAISD and Texas State University Instructional Aide Pathway Program- PREP Grow Your Own	23
E. Approval to Convey a 0.016 Acre (677.56 square feet) Easement to the City of San Antonio for an Electrical Line, Right-Of-Way to CPS at Fox Tech High School	37
F. Approval of Consent and Indemnity Agreement with the City of San Antonio for the Encroachment of an Existing Easement at Schenck Elementary School	45
G. Approval of Schematic Design for the 2020 Bond Project - Smith Elementary School	53
H. Approval of the SAISD Proposal to the Wallace Foundation Equity-Centered Principal Pipeline Initiative Proposal	55
I. Approval to Accept the TEA Awarded Learning Acceleration Support Opportunities (LASO) Cycle 4 Grant and Approval of Contracted Services with TEA Approved Provider (Carnegie Learning)	67
J. Approval to Purchase Contracted Services with Papaya Tutoring Services, Inc. for Literacy and Math Support	90
K. Approval of iReady K-5 Math Online Curriculum and K-12 Intervention Program for Math and Reading	93
L. Approval of Amendment to Exhibit A-1: Young Men's Leadership Academy HS School Performance Contract	103
M. Approval of Amendment to Addendum A-3: Third Future Schools Contract for Hirsch ES, Ogden ES, and Tafolla College Prep MS	123
N. Approval of the Memorandum of Understanding (MOU) Between SAISD and the City of San Antonio for the Project Worth Pilot Program	129
O. Approval of the Memorandum of Understanding (MOU) Between SAISD and the Center for Healthcare Services (CHCS) for the 2026-2027 School Year	137
P. Approval of the Service Delivery Agreement (SDA) Between SAISD and Communities in School of San Antonio (CIS-SA)	147

BOARD OF TRUSTEES

Alicia Sebastian | PRESIDENT

Jacob Ramos | SECRETARY

Stephanie Torres | TRUSTEE

Mike Villarreal, Ph.D. | TRUSTEE

Christina Martinez | VICE PRESIDENT

Ed Garza | TRUSTEE

Arthur V. Valdez | TRUSTEE

Adrian Bustillos, Ph.D. | SUPERINTENDENT



Q. Approval of the Service Delivery Agreement (SDA) Between SAISD and Communities in School of San Antonio Domestic Violence (DV) Clinical Counseling Program	175
R. Approval of Resolution to Designate Investment Officers for the San Antonio Independent School District	190
S. Approval of the Proposed 2026-2027 Tax Rate to be Published in the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate	193
T. Approval of Request for Waiver of Penalty and Interest	196
U. Approval of Procurement Services' Recommendations for Bids, Proposals, and Awards	199
V. Approval of Minutes for the following meetings:	
1. June 3, 2026 Special Board Meeting	218
2. June 4, 2026 Special Board Meeting	219
3. June 10, 2026 Special Board Meeting	220
4. June 15, 2026 Public Hearing	221
5. June 15, 2026 Board Business Meeting A&B	223
6. June 22, 2026 Special Board Meeting	227
7. June 24, 2026 Special Board Meeting	228
4. Closed Session	
A. The Board will convene in Closed Session as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, TGC 551.074, and TGC 551.076)	
1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)	
2. Deliberation regarding personnel matters, including but not limited to appointment, employment, evaluation, duties, discipline, reassignment, resignation, retirement, reclassification, report, and dismissal of a public officer or an employee; or to hear a complaint or charge against an officer or employee. This provision does not apply to a closed session discussion if the officer or employee who is the subject of the deliberation or hearing requests a public hearing. (TGC 551.074)	
3. Consultation with legal counsel and discussion regarding the superintendent search, naming of a finalist for superintendent and review of an employment contract for the superintendent. (TGC 551.071 and TGC 551.074)	
4. Consultation with legal counsel on the application to TEA for a waiver of a superintendent's certificate. (TGC 551.071)	
5. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Chief Operations Officer subject to the Superintendent's authority to reassign. (TGC 551.074)	

BOARD OF TRUSTEES

Alicia Sebastian | PRESIDENT

Jacob Ramos | SECRETARY

Stephanie Torres | TRUSTEE

Mike Villarreal, Ph.D. | TRUSTEE

Christina Martinez | VICE PRESIDENT

Ed Garza | TRUSTEE

Arthur V. Valdez | TRUSTEE

Adrian Bustillos, Ph.D. | SUPERINTENDENT



6. Consultation with legal counsel and discussion regarding pursuing sanctions against educators who have abandoned their contract pursuant to TEC 21.210 and 19 TAC 249.14. (TGC 551.071 and TGC 551.074)
 7. Consultation with legal counsel on matters related to campus staff and student security and safety. (551.071(2))
 8. Consultation with legal counsel and discussion regarding potential student safety issues and also regarding Intruder Detection Audits that are confidential pursuant to Texas Education Code Section 37.1084(d) and Texas Government Code Sections 552.101 and 552.116. (TGC 551.071 and TGC 551.076)
 9. Consultation with legal counsel related to the management agreement between Democracy Prep Public Schools/Democracy Prep Texas, aka Unity Prep at Stewart Academy. (TGC 551.071)
- B. The Board will reconvene in Open Session and take appropriate action on items discussed in Closed Session.
- 5. Adjournment**
- A. Adjournment

NOTICE:

1. The Board may go into executive session at any time during the meeting for personnel, real estate, security, school children, negotiated contracts for prospective gifts or donations, consultation and/or legal issues, or as otherwise permitted under the Open Meetings Act, as set out in Subchapter 551 of Title 5 of the Texas Government Code.
2. Recess: The Board of Trustees may recess the meeting at any time and reconvene the meeting within 24 hours. The reconvened meeting will occur at the same location as the original meeting and will address the original agenda without the need for reposting.

Any individual in need of services for the visually-impaired, the hearing-impaired, and/or non-English speakers should call the Board Services Office at (210) 554-2289 by 12:00 p.m. on the date of the meeting.

BOARD OF TRUSTEES

Alicia Sebastian | PRESIDENT

Jacob Ramos | SECRETARY

Stephanie Torres | TRUSTEE

Mike Villarreal, Ph.D. | TRUSTEE

Christina Martinez | VICE PRESIDENT

Ed Garza | TRUSTEE

Arthur V. Valdez | TRUSTEE

Adrian Bustillos, Ph.D. | SUPERINTENDENT

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Discussion and Possible Action on the Employment of Dr. Adrian Bustillos as Superintendent of Schools for the San Antonio Independent School District

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Alicia Sebastian, Board President

PRESENTER: Alicia Sebastian

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the hiring of Dr. Adrian Bustillos as Superintendent of Schools for the San Antonio Independent School District and authorize the Board President to execute an employment contract.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the hiring of Dr. Adrian Bustillos as Superintendent of Schools for the San Antonio Independent School District, as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Take action to submit a request to the Texas Education Agency for the waiver of the certification for superintendent for Dr. Adrian Bustillos as permitted by the Texas Education Code and The Texas Education Agency Rules

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Alicia Sebastian, Board President

PRESENTER: Alicia Sebastian

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the submission of a Superintendent certification waiver to the Texas Education Agency to allow the District to employ Dr. Adrian Bustillos as the selected Superintendent who does not currently hold the required Texas Superintendent certificate. Pursuant to TEC §7.056, this waiver allows the district to waive Texas Education Code §21.003, Certification Required; TEC §21.0031, Failure to Obtain Certification; Contract Void; and Texas Administrative Code §231.1(e), Criteria for Assignment of Public School Personnel.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approve the submission of a waiver of the Superintendent's Certification to the Texas Education Agency for Dr. Adrian Bustillos as permitted by the Texas Education Code and The Texas Education Agency Rules, as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: 2026 STAAR 3-8 and EOC Results with Goal 1 and 2 Updates

PURPOSE: ☒ PRESENTATION/DISCUSSION
☐ DISCUSSION/ACTION

REQUESTED BY: Toni Thompson, Interim Superintendent

PRESENTER: Dr. Shawn Bird, Deputy Superintendent
Liza Rosenthal, Director of Accountability & Compliance

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will receive information aligned with its stated goals of improving Reading and Writing outcomes for all students, as well as Mathematics outcomes for all students and specifically for Black students. This update will include results from the 2026 STAAR End-of-Course (EOC) and Grades 3–8 assessments, presented at both the district and campus levels.

Additionally, updates on the annual performance for Board Goals 1 and 2 will be provided.

Click below to access the video presentation or slides

- <https://youtu.be/O3YNoHYGzB8>
- [STAAR - EOC - Goal 1 & 2 PPT](#)

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who are Meets grade level in reading across all grades from 39% in August 2023, to 50% in August 2027.
- ☒ **Improve Math Outcomes for All Students and Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027.

- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Update and Possible Action from the 2026 Blue Ribbon Task Force

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Toni Thompson, Interim Superintendent

PRESENTERS: Patti Salzmann, Deputy Superintendent
 Mario Barrera, Blue Ribbon Task Force Chair

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Blue-Ribbon Task Force, established in August of 2025 was established to inform and advise the board and district leadership on how to achieve its vision of families choosing SAISD schools because they see their values, culture, and aspirations reflected. The task force met over an eight-month period and has visited campuses, engaged with the community, and provided feedback to SAISD administration on how the district can address its facility needs, ensuring all students have access to modern, inspiring, and equitable learning environments.

This presentation will provide the board with an update on the Blue Ribbon Task Force findings and provide an overview and discuss recommendations at this point in time.

Click below to access the video presentation or slides:

- [Blue Ribbon Task Force PPT](#)
- [PASA Video](#)
- [Memo - Final Report](#)

The Board is also requested to approve the Blue Ribbon Task Force Committee Final Report and recommendations, including the recommendation that the District pursue a bond election in November 2026 in the amount of \$600,000,000.00 to cover the following specific areas:

1. Capital Improvements: \$495,000,000.00
 - Safe and Secure Schools: \$50,000,000.00
 - Capital System Replacements: \$125,000,000.00
 - School Modernization: \$320,000,000.00
2. Technology for Teaching & Learning: \$105,000,000.00

The Blue Ribbon Task Force Committee further recommends that the bond election coincide with the November 3, 2026 General Election; that the District appoint a Citizens Advisory Committee to oversee all school renovations and capital improvements after passage of Bond 2026; and that the District publicize and distribute information to District taxpayers and parents regarding the bond election.

The Blue Ribbon Task Force Committee further recommends that the bond election coincide with the November 3, 2026 General Election; that the District appoint a Citizens Advisory Committee to oversee all school renovations and capital improvements after passage of Bond 2026; and that the District publicize and distribute information to District taxpayers and parents regarding the bond election.

On October 14, 2025, the San Antonio ISD Board of Trustees formally appointed the undersigned members and chair of the Blue Ribbon Task Force Committee (“BRTF”). The BRTF’s overall purpose was to inform and advise the Board on San Antonio Independent School District’s (“District”) facility needs and a possible 2026 Bond.

The BRTF was tasked to review the findings of the District’s facilities assessments and educational adequacy needs of its current facilities, provide input and feedback based on current community attitudes and perceptions, develop consensus for a comprehensive long-range plan recommendation, develop consensus on a final list of priority projects to be included in a 2026 bond referendum, recommend a prioritized list of bond projects to the Board, based on the District’s long-range plan and finally, serve as key community advocates to mobilize support and ensure the passage of a 2026 Bond, if the Board decided to call for such an election.

The BRTF began with 32 appointed members, including 8 alternates. Due to the time commitment and meeting schedule, the final active working group consisted of 22 members, including 5 alternates. Thankfully, a majority of the alternate members chose to remain involved and were important to the success of the BRTF.

The BRTF was introduced to the Board on October 21, 2025, and then began meeting on October 28, 2025 at the district offices. After some brief introductory remarks and a review of the BRTF’s Charter, the BRTF heard presentations from Yvonne Little, Sr. Executive Director, Capital Development & Construction Services and Luis Ahumada, Associate Principal, with PBK Architects on Bond 2020 status, the District’s Master Plan 2045, campus principal survey feedback, and a general overview of school bond elections.

Members were also polled to see if they wanted to take tours of schools that were in great need for extensive renovations as well as those schools that had been completely renovated by prior bond elections. The general consensus was that tours were important so that the BRTF could make responsible recommendations. The BRTF then visited campuses both inside and outside SAISD, including the newly opened Selma Elementary School in Judson ISD, to observe current 21st Century campus models. Within SAISD, the BRTF toured ten campuses: Ball, Hot Wells, Democracy Prep, Washington, Graebner, Franklin, Crockett, Woodlawn Academy, Twain Academy, and YWLA Primary.

Over a period of the next seven weeks, the BRTF met twelve times, including weeknights and Saturday mornings. Members continued to receive extensive briefings on prior bond programs, completed school renovations, remaining facility needs, possible bond scopes, enrollment patterns, facility condition, educational suitability, community considerations, and the District’s financial capacity.

After a three-week holiday break, the BRTF reconvened on January 6, 2026. At that meeting, the BRTF determined that additional project-specific information was necessary before recommending the size and structure of a possible bond. District staff was asked to develop a focused list of potential campuses and project areas for consideration, taking into account the various campuses the BRTF had visited in the Fall, as well as the Facility Condition Index and Educational Suitability Assessment ratings for those schools that had not been a part of prior Bond programs.

The BRTF resumed meeting on March 19, April 2, and April 16, 2026. During those meetings, members received additional briefings from Superintendent Jaime Aquino, District staff, PBK Architects, and other advisors regarding prior bond election timing and outcomes, current enrollment numbers, potential factors that could impact the success of a 2026 bond election, possible bond package sizes, and the District's bonding capacity.

Because a demographic study prepared for the District by PASA had not yet been released, the BRTF took another break until it could review those results. The demographic results were released on May 12, 2026, and presented to the BRTF on June 11, 2026, along with updated information regarding the District's reduced bonding capacity. On June 25, 2026, after extensive review and deliberation, the BRTF unanimously voted to recommend that the District pursue a bond election in November 2026 in the amount of \$600 million.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the Blue Ribbon Task Force Committee Final Report and recommendations, including the recommendation that the District pursue a bond election in November 2026 in the amount of \$600,000,000.00 to cover the following specific areas:

3. Capital Improvements: \$495,000,000.00
 - Safe and Secure Schools: \$50,000,000.00
 - Capital System Replacements: \$125,000,000.00
 - School Modernization: \$320,000,000.00
4. Technology for Teaching & Learning: \$105,000,000.00

The Blue Ribbon Task Force Committee further recommends that the bond election coincide with the November 3, 2026 General Election; that the District appoint a Citizens Advisory Committee to oversee all school renovations and capital improvements after passage of Bond 2026; and that the District publicize and distribute information to District taxpayers and parents regarding the bond election.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August

2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.

- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Report on SAISD School Board Conferences and Annual Board Member Training

PURPOSE: ☒ PRESENTATION/DISCUSSION
 ☐ DISCUSSION/ACTION

REQUESTED BY: Alicia Sebastian, Board President

PRESENTERS: Board of Trustees/Theresa Mendoza

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board will report on recent SAISD School Board conference participation and on the annual Board Member Training. Through conference engagement, Board members participated in collaborative discussions with peers, shared best practices to strengthen leadership, governance, and district operations. Board Members will present key takeaways from these conferences to help inform and inspire ongoing efforts throughout our district, ensuring that every student benefits from a culture of excellence and continuous growth. Additionally, in compliance with Texas State Board of Education requirements, a report on each member's continuing education credits will be presented, affirming completion of required training. The Board President will formally announce each member's training status which will be recorded in the meeting minutes, further demonstrating the Board's commitment to effective governance and ongoing professional development. Please refer to the [slides](#) for a detailed overview of the training requirements.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

N/A

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to submit the Staff Development Minutes Waiver to the Texas Education Agency (TEA) for the 2026-2027 and 2027-2028 School Years

PURPOSE: [] PRESENTATION/DISCUSSION
[X] DISCUSSION/ACTION

REQUESTED BY: Theresa Urrabazo, Chief of Data Operations and Services

PRESENTER: Theresa Urrabazo

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the submission of the Staff Development Minutes Waiver application to the Texas Education Agency (TEA) for the 2026-2027 and 2027-2028 school years. Due to the repeal of the seven-hour school day requirement by House Bill (HB) 2442 and the flexibilities provided by 75,600 minutes of operation, school districts that meet certain requirements may release students early from school and still receive full Average Daily Attendance (ADA) funding. In addition, the Staff Development Minutes Waiver ensures that a maximum of 2,100 waiver minutes may be used for professional development in place of student instruction for the 2026-2027 and 2027-2028 school years.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Resolved that the Board approves the submission of the Staff Development Minutes Waiver application to the Texas Education Agency (TEA) for the 2026 – 2027 and 2027 – 2028 school years.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Student Code of Conduct 2026-2027

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Beth Jones, Assistant Superintendent

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the [2026-2027 Student Code of Conduct](#). As required by the Texas Education Code, the Board of Trustees must adopt the Student Code of Conduct (SCOC) for the District at the beginning of each school year.

While not a legislative year, a few updates have been included in the 2026-2027 SCOC for clarification and information. The 2026-2027 student code of conduct is presented with the following substantial changes:

- Discipline Flow Chart linked for administrators (p. 32, 34, 38)
- Clarification added to codes (p. 35 & 36)
- Policy for fines for damage to technology added (p. 45)
- Clarification added to glossary (p. 62)

The changes have been condensed onto a document titled [Redline Changes](#) for the 2026-2027 Student Code of Conduct.

The changes to the SCOC have received unanimous approval from the District Advisory Committee and students from the Student Advisory Committee.

The Code of Conduct is published and posted on the District website. The Code of Conduct will be distributed to all parents, students, and professional staff members who request a paper copy.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the 2026-2027 Student Code of Conduct.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Library Materials Book List (Senate Bill 13)

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Patti Salzmann

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the fall 2026-2027 [Library Materials Book List](#). This list is for the potential acquisition of new school library materials to be added to the district library catalog. Approval is required in accordance with Texas Senate Bill 13. The list includes new International Standard Book Numbers (ISBNs) in all associated ISBNs and formats (translations, audio, video, e-book, braille, paperback, and hard cover). The list was carefully curated and vetted by the district's certified teacher librarians, with a master's degree in library science. The review process ensures all materials are age-appropriate and align with the district's collection development policy, EFB (Local).

Parent and community feedback was solicited for 30 days during the month of June, as required by law.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the fall 2026-2027 [Library Materials Book List](#).

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

To be funded through a variety of budget sources including local, state, and federal at the campus and district level, contingent upon funding.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August

2023 to 30% in August 2027.

- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and Texas State University Instructional Aide Pathway Program- PREP Grow Your Own

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Tori Austin, Assistant Superintendent

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and Texas State for their Preparing and Retaining Educators through Partnership (PREP) Grow Your Own Instructional Aide Pathway Program. The PREP Grow Your Own Program supports eligible District employees (Instructional Aides) in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the District.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the Board approves the proposed MOU with Texas State for the PREP Program as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the District and are valued at approximately \$1,000-\$3,000 per candidate.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Board Agenda Items involving a MOU/SDA/Agreement, etc.

Department:	Human Capital Management
Board Meeting Date:	July 20, 2026
Agenda Title:	Approval of Memorandum of Understanding between SAISD and Texas State University Instructional Aide Pathway Program- PREP Grow Your Own
Presenter:	Tori Austin, Assistant Superintendent
Cost and Funding Source:	N/A
If no cost to the District, what is the approximate value of goods/services being provided?	This MOU pertains to a field/clinical teacher experience and does not involve any direct financial cost to the district. The approximate value reflects in-kind contributions provided by the district, including mentor teacher supervision, access to classrooms, instructional support, and administrative coordination throughout the duration of the placement. The estimated in-kind value of these services is approximately \$1,000–\$3,000 per candidate .
This MOU addresses the following:	☒ Academics ☐ Attendance ☐ Behavior ☐ Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
3	3	3	\$0	\$0	\$0

SUMMARY & SUPPORTING DATA

Include Pertinent Data and Information (Year, Value Added, & Results/Findings)

Questions to consider: If a renewal, include historical data that supports the renewal and continued partnership If a new partnership, why are we participating in the	Is this a renewal? ☐ Yes ☒ No Texas State University will have approximately 3-5 clinical teachers, residents, Grow Your Own students, completing their required classroom requirements at SAISD schools. Students will gain access to professional learning environments, mentorship from certified teachers, and real-world classroom experience. This partnership not only provides valuable support to aspiring educators at no cost to the district but also
---	--

new program or
partnership?

helps strengthen SAISD's teacher pipeline by fostering relationships with future candidates who may choose to begin their teaching careers within our schools.

PREP Grow Your Own - Memorandum of Understanding
Texas State University Instructional Aide Pathway Program

This Memorandum of Understanding ("MOU") is entered into by and between Texas State University, acting on behalf of its College of Education ("TXST"), and San Antonio Independent School District (the "District"), hereinafter referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, subject to the terms and provisions of this MOU, the Parties desire to improve preparation opportunities for aspiring teachers through the establishment and implementation of a high-quality Instructional Aide Pathway teacher preparation program; strengthen teaching and learning methodologies in District schools; and encourage the subsequent hiring and retention of Instructional Aide residency participants in District schools;

WHEREAS, the Parties desire to articulate shared goals for the program and to specify shared and individual responsibilities of TXST and the District to plan, implement, monitor, and continuously improve a collaborative Instructional Aide teacher preparation program (the "Instructional Aide Pathway Program");

WHEREAS, the Parties intend this MOU to establish a learning-centered partnership that aligns with the Preparing and Retaining Educators through Partnership (PREP) Program Allotment and applicable Texas educator preparation requirements;

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein, TXST and the District agree as follows:

1. Purpose

The purpose of this MOU is to articulate the nature and expectations of the partnership between TXST and the District associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter "PREP GYO Program") in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.

The PREP GYO Program enables school systems (districts), through partnering with qualified institutions of higher education and educator preparation programs (hereinafter "EPP"), to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating districts to support eligible district employees (hereinafter "Instructional Aides") in completing a bachelor's degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the District.

2. Authority & Citations

This MOU is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This MOU shall be effective for a period of three (3) years from the date of final execution, intended to cover Instructional Aide Pathway participation for the 2026-2027, 2027-2028, and 2028-2029 academic years.

4. Program Structure

The Parties agree that Instructional Aide Pathway students will complete their in-district year-long Instructional Aide Residency clinical teaching experience during their final year of the Instructional Aide Pathway program. The Parties will jointly collaborate to determine placement sites, certification areas, and implementation supports based on District staffing needs, EPP capacity, and available funding.

5. Collaborative Goals

The Parties will work together to design, implement, and monitor a high-quality Instructional Aide Pathway Program. The Parties agree to collaborate as follows:

- Develop and sustain a high-quality Instructional Aide Pathway program that prepares currently employed Instructional Aides for Texas teacher certification through practice-based preparation, integrated coursework, and an intensive clinical teaching experience; culminating in Instructional Aides earning their Texas teacher certification in one of the following certification areas:
 - Early Childhood through Sixth Grade/English as Second Language
 - Early Childhood through 6th grade Bilingual Education, or
 - Early Childhood through 12th grade Special Education.
- Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
- Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
- Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the Instructional Aides' progress in earning a bachelor's degree and enrolling in an EPP within three years of beginning participation in the PREP GYO Program.
- Ensure Instructional Aides complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing Instructional Aides with:
 - Completion of bachelor's degree and acceptance into an EPP within three (3) years,

provided the Instructional Aide has completed and passed a minimum of 30 college credit hours.

- o Monthly scheduled release time to support completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
- o Authentic opportunities to practice teaching under supervision of one or more host teachers, including small group instruction, leading instructional routines, and lesson planning.
- o On-the-job training aligned with the standards for educator certification established by the Texas Education Agency.
- o Guidance and other transition supports as the Instructional Aides begin a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.
- o Preparation of Instructional Aides for the Enhanced Residency Certification and the identification of a qualified host teacher.

6. Shared Responsibilities and Governance

The Parties agree to work together to meet the following shared responsibilities:

6.1 Governance Structure

The Parties will form a governance committee to jointly develop, monitor, and revise the Instructional Aide Pathway program and structures as needed. The governance committee will meet at least quarterly, for a minimum of four (4) meetings per academic year. Each Party will identify expected participants and their roles within the governance structure, which may include district leadership, program managers, campus leaders, residency program leadership, field supervision leadership, and other relevant stakeholders.

The governance committee will address both short-term implementation needs and long-term planning and will review current Instructional Aide Pathway program data, Host Teacher supports, implementation needs, and continuous improvement priorities in order to make timely program adjustments.

6.2 Communication

The Parties will establish regular communication processes and expectations to ensure information and feedback are shared on an ongoing basis. Each Party will designate named personnel responsible for direct communication with and management of Instructional Aide Pathway students, and those responsibilities should be reflected in job descriptions or official role assignments where appropriate.

6.3 Recruitment

In accordance with federal and state law, the Parties will collaborate to recruit and advertise for a pool of Instructional Aide Pathway program applicants, with emphasis on certification areas and campuses that meet the District's greatest staffing needs and align with EPP admissions requirements and program capacity.

6.4 Curriculum and School Improvement

The Parties will collaborate on curricular integration and on program and school improvements. This collaboration may include streamlining and strengthening program curriculum, co-designing workshops and learning supports for Instructional Aides and mentors and examining school-based practices that could be enhanced to strengthen PK-12 student learning and support.

6.5 Sustainability and Continuous Improvement

The Parties will create a long-term strategic plan to grow and sustain the Instructional Aide Pathway program, including development of a sustainable funding model and alignment of program structures and resources with school- and district-level instructional needs.

The Parties will also create and maintain a learning plan to inform ongoing program improvement efforts, including shared input and outcome measures and a collaborative team responsible for interpreting findings and recommending improvements.

7. Teacher Preparation Program Responsibilities

TXST agrees to the following responsibilities:

- Review and revise, as needed, the structure, scope, and sequence of the Instructional Aide Pathway program coursework and staffing to align with the intensive clinical experiences of the program.
- Ensure field experiences provide authentic learning opportunities, and that coursework is aligned to Instructional Aide placements throughout the residency year.
- Align Instructional Aide residency placements and expectations with District and university academic calendars so that Instructional Aides are expected to work in assigned schools continuously from the first PK-12 instructional day through the final instructional day of the school year.
- Assign qualified Field Supervisors and/or faculty members to support and supervise Instructional Aides, deliver embedded coursework where appropriate, support Host Teachers, and provide professional learning opportunities.
- Redirect and/or realign available resources to support candidates during their Instructional Aide residency placements, including support for access to financial aid and other financial assistance where available.
- Enter into program agreements or role-based expectations with Instructional Aide residency sites and mentor/Host Teachers to assign specific responsibilities to relevant stakeholders.
- Recommend for placement only those Instructional Aides who have met program and state eligibility requirements.
- Provide Instructional Aides with training regarding professional responsibilities, university policies, and applicable state and federal laws, including FERPA and the Texas

Educator Code of Ethics.

- Inform Instructional Aides in writing that they may not share student information, videos, photographs, or identifiable student work except as permitted for feedback, reflection, and learning with authorized school and program personnel.
- Comply with District policies and procedures and ensure that EPP instructors, Site Coordinators, Field Supervisors, and Instructional Aides are informed of and adhere to applicable District policies and procedures.
- Ensure compliance with applicable teacher resident preparation requirements under Texas Administrative Code Chapter 228.
- Maintain Instructional Aide Pathway student records in accordance with applicable law and institutional policy.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan and remove candidates from placement when required by District request, EPP policy, or law.
- Design, when feasible and mutually agreed, differentiated preparation models responsive to District workforce needs, including accelerated and employment embedded Grow Your Own pathways.
- TXST Field Supervisors and Instructional Aides shall strictly adhere to all applicable state laws and District Board Policies regarding the mandatory reporting of suspected child abuse or neglect. Pursuant to Texas Family Code § 261.101, any Instructional Aide or TXST representative who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report to state or local law enforcement or the Texas Department of Family and Protective Services (DFPS) within 48 hours, and subsequently notify the District campus principal.
- Provide key faculty and staff member(s) to support a state-accredited teacher preparation program. Instructional Aide Pathway courses will be delivered online in a program designed specifically for Instructional Aides that leverages their classroom-based work experiences, and clinical experiences will be in-person at the school site.
- Ensure that Instructional Aides earn their bachelor's degree and teacher certification within three years of beginning participation in the PREP GYO Program.
- Provide high-touch Instructional Aide support to navigate program requirements, coursework, and residency placements.

8. District Responsibilities

The District agrees to the following responsibilities:

- Continue to provide Instructional Aides with their district Instructional Aide position

salary and benefits.

- Review, and revise as needed, district policies related to teacher leadership roles, compensation structures, and professional recognition so that mentor or Host Teachers are appropriately recognized and supported.
- Employ Instructional Aides in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a host teacher prior to the residency semester. During the residency semester, the Instructional Aide will spend a minimum of 21 hours per week focused on instructional support under the supervision of a host teacher.
- Require Instructional Aides to, as a condition for participation, earn a bachelor's degree within three years of beginning participation in the partnership.
- Continue to position Instructional Aides as full-time school staff, including by providing access to human resources, district instructional systems, curriculum, and instructional resources necessary to fulfill Instructional Aide residency responsibilities.
- Provide Instructional Aides with opportunities to attend district- and campus-level professional development, as appropriate.
- Pair Instructional Aides with a trained host teacher who agrees to participate in that role in a PREP GYO program at the District to provide clinical experiences for Instructional Aides in the final year of their degree program. Per state statute, Instructional Aides employed as certified educational aides may satisfy their clinical teaching assignment requirement through their instructional duties. Clinical teaching must meet Texas Education Agency (TEA) requirements for clinical teaching as specified in statute (relating to Clinical Teaching and Support for Instructional Aides During Required Clinical Experiences).
- Provide Instructional Aides with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the District. The District must work with TXST to establish a release time schedule that addresses Instructional Aides' needs.
- Ensure that Instructional Aides attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.
- Notify the TXST Instructional Aide Pathway program in a timely manner regarding any concerns about an Instructional Aide.
- Supply TXST facility resources, such as meeting space with furnishings and technology, to support partnership activities as available and appropriate.
- Permit Instructional Aide video recording for licensure and professional development purposes in accordance with District policy and ensure that required parental consent procedures are followed. No video, audio, or photographic recording of District students

by Instructional Aides or TXST staff may occur without prior, written, affirmative consent from the student's parent or legal guardian using a District-approved consent form. Any recordings obtained shall be used exclusively for internal licensure evaluation and professional development purposes. Furthermore, no District student data or recordings shall be utilized for secondary research, academic publication, or public presentation without separate, explicit approval from the District. Recordings will not be uploaded to an external drive.

- Notwithstanding any other provision in this MOU, the District reserves the right to immediately remove any Instructional Aide or Field Supervisor from a District campus or from the District entirely if the District determines, in its sole and absolute discretion, that the individual's presence disrupts the educational environment, violates District policy, fails to meet professional standards, or poses a risk to the health, safety, or welfare of students or staff.

9. Support for Instructional Aides

9.1 Clinical Experience

Program design and Instructional Aide residency site scheduling will ensure that each Instructional Aide completes a minimum of seven hundred fifty (750) hours of co-teaching under the supervision of a qualified Host Teacher during the Instructional Aide residency year. The Parties will identify processes and timelines to ensure Instructional Aides complete all required coursework and training for the Enhanced Standard Certificate, including, if needed, release time or designated professional learning periods.

9.2 Intervention and Support

When an Instructional Aide is not meeting academic, professional, or performance expectations, the Parties will collaborate to develop an individualized support plan that identifies areas of concern, specific interventions, responsible personnel, monitoring timelines, and possible next steps. The Parties may use the TXST University EPP Improvement Growth Plan or a comparable documented process to identify, document, and address such concerns.

9.3 Evaluation and Coaching

The Parties will identify the evaluative tools, rubrics, and measures used to evaluate Instructional Aide progress and performance and will document how performance data will be collected, communicated, and used for support and decision-making. The Parties will use the modified Texas Teacher Evaluation and Support System (T-TESS) TXST rubric as a common basis for formal evaluation of Instructional Aide instructional performance.

The Parties will also adopt a shared informal observation or walkthrough tool for coaching and progress monitoring and will calibrate on its use at least annually. Mentor/Host Teachers and university supervisors will gather evidence through formal observations, walkthroughs, feedback cycles, and coaching interactions to support Instructional Aide growth and program quality.

9.4 Observation Logistics

The Parties will ensure that collection, storage, and sharing of observational data and related records comply with FERPA and District policies. Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated District personnel through a mutually agreed communication method. EPP personnel will follow written District campus-visit procedures, including check-in, scheduling, and observation protocols.

11. Monitoring, Accountability, Data Sharing, and FERPA

The Parties agree to implement a shared monitoring and accountability system that supports Instructional Aide growth, ensures compliance with Texas teacher certification requirements, and promotes continuous improvement of the Instructional Aide Residency Program. The Parties will collect, review, and share required certification and program data, including certification exam status, exam performance, performance evaluation data, walkthrough trends, survey findings, and employment outcomes, as appropriate and as permitted by law.

The governance committee will review these data at least quarterly to identify strengths, areas for improvement, and interventions needed to strengthen the Instructional Aide Pathway program. The Parties will share and co-analyze non-identified PK-12 performance data for the purpose of improving Instructional Aide preparation and supporting positive PK-12 student learning outcomes.

For purposes of FERPA, the District may designate in writing a FERPA Designee as a school official with legitimate educational interest to the extent necessary to fulfill obligations under this MOU. Any FERPA Designee shall comply with FERPA and other applicable law with respect to educational records accessed or shared under this MOU.

The Parties may produce an annual joint accountability summary that includes certification outcomes, performance trends, survey results, and recommended program improvements to inform future planning and resource allocation.

12. Criminal History Background Checks

Prior to placement at any District campus and prior to any direct contact with District students, all TXST Instructional Aides, Field Supervisors, and any other TXST faculty or representatives must clear a fingerprint-based criminal history background check in accordance with Texas Education Code Chapter 22. The District retains sole and absolute discretion

to determine whether an Instructional Aide or TXST representative is eligible for placement based on the results of the background check.

13. Allocation of Costs and Resources

Each Party will act with fiduciary responsibility to ensure compliance with PREP Program Allotment requirements. In addition to the continued Instructional Aide salary, the Parties will jointly identify and plan for programmatic costs necessary for effective implementation, which may include field supervision, coaching calibration, professional learning, materials, and other supports necessary for Instructional Aide residency quality.

14. Termination

Except as otherwise provided by law or regulation, either Party may terminate this MOU upon at least six (6) months' written notice to the other Party. The Parties will make reasonable, good-faith efforts to allow sufficient opportunity for Instructional Aides to complete the current academic semester to minimize disruption to District students and Instructional Aide licensure progress. Upon termination, the District will notify appropriate Texas Education Agency staff if such notice is required by law, rule, or PREP Program guidance.

15. Dispute Resolution

The Parties shall seek to resolve informally any dispute that arises between them under this MOU. If a dispute cannot be resolved informally, the dispute resolution process provided in Chapter 2260 of the Texas Government Code, and related rules adopted by the Texas Attorney General, shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. The Parties acknowledge that Texas Government Code Chapter 2260 applies only to certain claims asserted. Prior to initiating any formal legal or administrative action, the Parties agree to engage in good-faith local mediation in Hays County, Texas, to attempt to resolve any dispute arising out of this MOU.

16. No Waiver/Immunity

Both Parties are governmental entities under Texas law. Nothing in this MOU shall be construed as a waiver or relinquishment of the sovereign, governmental, or official immunity of either Party, its Board of Trustees, officers, employees, or agents. To the extent any provision of this MOU conflicts with this paragraph, this paragraph shall control. This MOU does not create any joint venture, partnership, or third-party beneficiary rights.

17. Nondiscrimination

In the execution of this MOU, the Parties and others acting by or through them shall comply with all federal and state laws prohibiting discrimination, harassment, and sexual misconduct.

The Parties are committed to a policy of non-discrimination and equal opportunity for all persons on any basis protected by applicable federal or state law in employment, educational programs, and activities.

18. Governing Law and Venue

This MOU shall be governed by and construed in accordance with the laws of the State of Texas. Venue for any action arising out of or relating to this MOU shall lie in Hays County, Texas, unless otherwise required by applicable law.

19. Signatures

IN WITNESS WHEREOF, the Parties, through their duly authorized representatives, have executed this MOU and acknowledge that they have read, understood, and agreed to its terms.

San Antonio Independent School District

- Signature: _____
- Name: _____
- Title: _____
- Email: _____
- Date: _____

San Antonio Independent School District - District Program Manager

- Signature: _____
- Name: Andrea Contreras
- Title: Program Coordinator
- Email: acontreras4@saisd.net Office 210-554-2631
- Date: _____

Texas State University

- Signature: _____
- Name: Patricia Rocha, Ph.D.
- Title: Office of Educator Preparation, College of Education
- Email: pr1120@txstate.edu Office: 512-245-7880
- Date: _____

Texas State University

- Signature: _____
- Name: Michael P. O'Malley, Ed.D.
- Title: Dean of the College of Education
- Email: mo20@txstate.edu Office: 512-245-2150
- Date: _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Convey a 0.016 Acre (677.56 square feet) Easement to the City of San Antonio for an Electrical Line, Right-Of-Way to CPS at Fox Tech High School

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Kamal Elhabr, Bond Program Support

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the conveyance of an easement to the City of San Antonio for an electrical line, right-of-way to CPS at Fox Tech High School. The easement is necessary to serve the new auditorium and fine arts facility.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the conveyance of a 0.016 acre (677.56 square feet) easement to the City of San Antonio for an electrical line, right-of-way to CPS at Fox Tech High School and authorize the Superintendent to execute all associated documents.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS ANY INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

ELECTRIC LINE RIGHT-OF-WAY AGREEMENT

STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF BEXAR §

That, SAN ANTONIO INDEPENDENT SCHOOL DISTRICT ("Grantor", whether singular or plural), acting by and through Grantor's duly authorized officers, for and in consideration of One Dollar (\$1.00) and other good and valuable consideration in hand paid by the CITY PUBLIC SERVICE BOARD OF SAN ANTONIO, a Municipal Board of the CITY OF SAN ANTONIO, in Bexar County, Texas, created pursuant to the authority contained in § 1502.070 of the Texas Government Code, and its predecessor statute; the receipt and sufficiency of which is hereby acknowledged and confessed, has granted, sold and conveyed and by these presents does grant, sell and convey unto the CITY OF SAN ANTONIO, as a part of its electric and gas system ("Grantee"), whose mailing address is P. O. Box 1771, San Antonio, Texas 78296, an easement and right-of-way for overhead and underground electric transmission and distribution lines consisting of variable numbers of wires and cables, conduits, and all necessary or desirable appurtenances at or near the location, and along the general course now located and staked out by Grantee, across, under and upon the following described land located in Bexar County, Texas, to-wit:

Being a 0.016 acre tract of land out of Lot 10, Block 2, New City Block 788, Fox Tech High School Subdivision, City of San Antonio, Bexar County, Texas, according to the plat thereof recorded in Volume 9551, Pages 121-122, Deed and Plat Records, Bexar County, Texas. Said Lot 10 being out of Deed recorded in Volume 5785, Page 1046, Official Public Records of Real Property, Bexar County, Texas.

Said easement and right-of-way being more particularly described and shown by field notes and drawing marked Exhibits "A" and "B", attached hereto and made a part hereof.

Together with the right of ingress and egress over Grantor's adjacent lands and along said right-of-way for the purpose of constructing, reconstructing, inspecting, patrolling, installing underground cables, conduits, erecting poles, hanging wires on, maintaining and removing said lines and appurtenances; the right to remove from said lands by standard industry practices employed in vegetation management, all trees, and parts thereof, any vegetation or obstructions which endanger or may interfere with the efficiency of said lines or appurtenances thereto, and Grantor agrees that no building or structure of any kind will hereafter be erected or placed by Grantor, Grantor's successors and assigns, on said easement and right-of-way herein granted, so long as this easement remains in effect; and the right of exercising all other rights hereby granted.

TO HAVE AND TO HOLD the above described easement and rights unto Grantee, Grantee's successors and assigns, until the use of said easement by Grantee shall be permanently abandoned.

And, to the extent permitted by Texas law, Grantor does hereby bind Grantor, Grantor's successors and assigns, to warrant and forever defend all and singular the above described easement and rights unto Grantee, Grantee's successors and assigns, against every person whomsoever lawfully claiming or to claim the same or any part thereof.

SIGNED TO BE EFFECTIVE this _____ day of _____, 2026.

SAN ANTONIO INDEPENDENT SCHOOL
DISTRICT

BY: _____

NAME: _____

TITLE: _____

STATE OF _____ §

§

COUNTY OF _____ §

This instrument was acknowledged before me on this _____ day of _____, 2026, by _____ (Name), _____ (Title) on behalf of SAN ANTONIO INDEPENDENT SCHOOL DISTRICT.

Notary Public, State of _____

EXHIBIT "A"

Field Notes for a Tract of Land
Containing 0.016 of an acre (677.56 square feet)
Being a 20-foot wide Electric Easement

A 0.016 of an acre (677.56 square feet) tract of land, being a 20-foot wide Electric Easement, located within the city of San Antonio, Texas, situated in the San Antonio Town Tract Survey, Abstract Number 20, Bexar County, Texas, being out of Lot 10, Block 2, New City Block 788, as shown on subdivision plat of Fox Tech High School, as recorded in Volume 9551, Pages 120-122, as conveyed to San Antonio Independent School District, by Special Warranty Deed as recorded in Volume 5785, Pages 1046-1052, both of the Official Public Records of Bexar County, Texas, said 0.016 of an acre (677.56 square feet) easement being more particularly described as follows:

Commencing at a set iron rod (as shown on said subdivision plat of Fox Tech High School), being at the intersection of the southwest right of way line of Jackson Street, a 57.8-foot wide right of way, and the south right of way line of Romana Street, a 55-foot wide right of way, both as shown on said subdivision plat of Fox Tech High School, and being an interior corner of said Lot 10, Block 2;

Thence, with the southwest right of way line of said Jackson Street, being a northeast boundary of said Lot 10, Block 2, North 34 degrees 13 minutes 01 second West, a distance of 197.88 feet to the **Point of Beginning**, being the southeast corner of the herein described easement;

Thence, leaving the southwest right of way line of said Jackson Street, over said Lot 10, Block 2, the following three (3) courses:

South 85 degrees 17 minutes 27 seconds West, a distance of 39.55 feet to a point, being the southwest corner of the herein described easement;

North 04 degrees 37 minutes 58 seconds West, a distance of 20.00 feet to a point, being the northwest corner of the herein described easement;

North 85 degrees 17 minutes 27 seconds East, a distance of 28.21 feet to a point on the southwest right of way line of said Jackson Street, being a northeast boundary of said Lot 10, Block 2, and being the northeast corner of the herein described easement;

Thence, with the southwest right of way line of said Jackson Street, being the northeast boundary of said Lot 10, Block 2, South 34 degrees 13 minutes 01 second East, a distance of 22.98 feet to the **Point of Beginning**, containing 0.016 of an acre (677.56 square feet).

Note: Basis of bearings is from recorded subdivision plat of Fox Tech High School, as recorded in Volume 9551, Pages 120-122, of the Official Public Records of Bexar County, Texas. An exhibit of even date was prepared for this description.




Stephanie L. James, R.P.L.S.

Registered Professional Land Surveyor
No. 5950

Date: 2026-04-29

Job No. 21138.01

ZDI

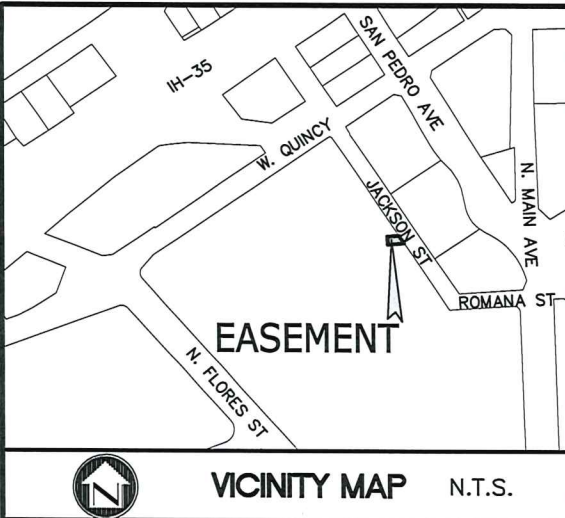


EXHIBIT "B"

KEY NOTES:

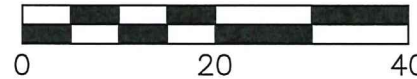
- ① 14' ELECTRIC, GAS, TELEPHONE AND CABLE TELEVISION EASEMENT
VOLUME 9551, PAGES 120-122
O.P.R.B.C.T.

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
SPECIAL WARRANTY DEED
VOLUME 5785, PAGES 1046-1052
O.P.R.B.C.T.

LOT 10, BLOCK 2
NEW CITY BLOCK 788
FOX TECH HIGH SCHOOL
VOLUME 9551,
PAGES 120-122
O.P.R.B.C.T.

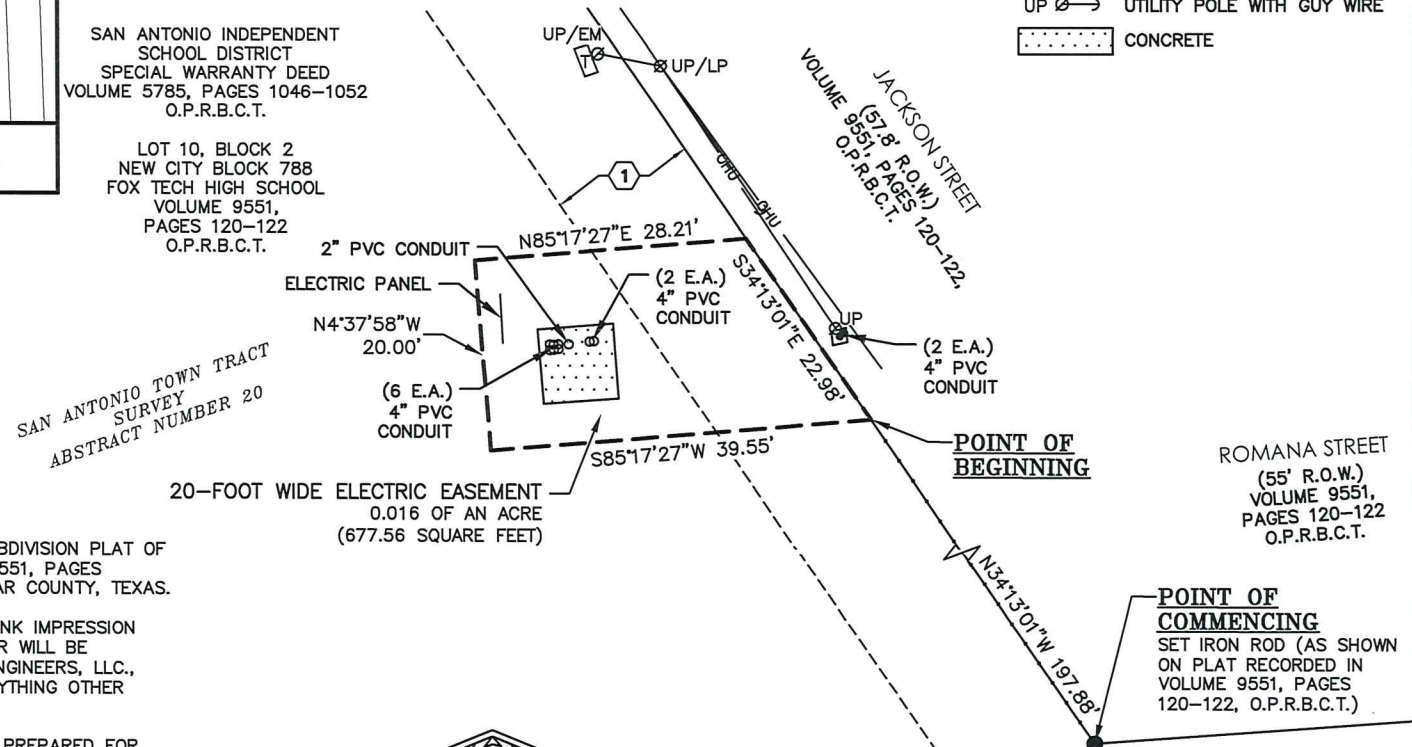


SCALE: 1"=20'



LEGEND:

O.P.R.B.C.T.	OFFICIAL PUBLIC RECORDS OF BEXAR COUNTY, TEXAS
OHU	OVERHEAD UTILITIES
R.O.W.	RIGHT OF WAY
T	TRANSFORMER
UP Ø	UTILITY POLE
UP/LP Ø	UTILITY POLE/LIGHT POLE
UP/EM Ø	UTILITY POLE/ELECTRIC METER
UP Ø →	UTILITY POLE WITH GUY WIRE
[Pattern]	CONCRETE



GENERAL NOTES:

- 1) BEARINGS SHOWN ARE BASED ON RECORDED SUBDIVISION PLAT OF FOX TECH HIGH SCHOOL, AS RECORDED IN VOLUME 9551, PAGES 120-122, OF THE OFFICIAL PUBLIC RECORDS OF BEXAR COUNTY, TEXAS.
- 2) ONLY THOSE COPIES WHICH BEAR AN ORIGINAL INK IMPRESSION SEAL AND AN ORIGINAL SIGNATURE OF THE SURVEYOR WILL BE CONSIDERED A "VALID" COPY. MOY TARIN RAMIREZ ENGINEERS, LLC., WILL NOT BE RESPONSIBLE FOR THE CONTENT OF ANYTHING OTHER THAN A VALID COPY OF THIS SURVEY.
- 3) A FIELD NOTE DESCRIPTION OF EVEN DATE WAS PREPARED FOR THIS EXHIBIT.
- 4) THIS EXHIBIT IS NOT INTENDED TO BE USED FOR THE TRANSFER OF REAL PROPERTY. NO MONUMENTATION HAS BEEN SET.



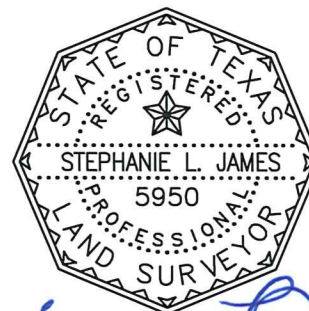
Moy Tarin Ramirez Engineers, LLC

TBPELS ENGINEERING F-5297/SURVEYING NO. 10131500

5723 UNIVERSITY HEIGHTS BLVD, SUITE 103
SAN ANTONIO, TEXAS 78249

• Engineers
• Surveyors
• Planners

TEL: (210) 698-5051
FAX: (210) 698-5085



Stephanie L. James
42

EXHIBIT OF

A 0.016 OF AN ACRE (677.56 SQUARE FEET) TRACT OF LAND, BEING A 20-FOOT WIDE ELECTRIC EASEMENT, LOCATED WITHIN THE CITY OF SAN ANTONIO, TEXAS, SITUATED IN THE SAN ANTONIO TOWN TRACT SURVEY, ABSTRACT NUMBER 20, BEXAR COUNTY, TEXAS, BEING OUT OF LOT 10, BLOCK 10, NEW CITY BLOCK 788, AS SHOWN ON SUBDIVISION PLAT OF FOX TECH HIGH SCHOOL, AS RECORDED IN VOLUME 9551, PAGES 120-122, AS CONVEYED TO SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, BY SPECIAL WARRANTY DEED AS RECORDED IN VOLUME 5785, PAGES 1046-1052, BOTH OF THE OFFICIAL PUBLIC RECORDS OF BEXAR COUNTY, TEXAS.

DATE: APRIL 29, 2026

JOB NO. 21138.01

CERTIFICATE OF OWNERSHIP

STATE OF TEXAS §
 §
COUNTY OF BEXAR §

BEFORE ME, the undersigned authority, on this day personally appeared, _____ (Name), _____ (Title) for the San Antonio Independent School District, personally known to me to be the person whose name is subscribed hereto and upon his oath deposes and says:

I hereby certify that the parcel of property described below is owned by the San Antonio Independent School District, and that the San Antonio Independent School District has been unable to obtain recording information or a copy of the deed by which it obtained title to the property.

Property:

Being Lot 10, Block 2, New City Block 788, Fox Tech High School Subdivision, City of San Antonio, Bexar County, Texas, according to plat thereof recorded in Volume 9551, Pages 120-122, Deed and Plat Records of Bexar County, Texas.

I further certify that the San Antonio Independent School District intends to grant a 20-foot Electric Line Right-of-Way Agreement to CPS Energy on the above described Lot 10, and that CPS Energy is relying on the representation in connection with the granting of said Electric Line Right-of-Way Agreement.

IN WITNESS HEREOF, the San Antonio Independent School District, by its duly authorized _____ (Title) for San Antonio Independent School District, the said _____ (Name), has caused this CERTIFICATION REGARDING OWNERSHIP OF PROPERTY to be executed in its name for proper recording in the public records this _____ day of June, 2026.

San Antonio Independent School District

By _____
Name: _____
Title: _____

NOTARY ACKNOWLEDGEMENT

STATE OF TEXAS §
 §
COUNTY OF BEXAR §

 The above and foregoing instrument was acknowledged before me on this
_____ day of June, 2026, by

_____ (Name),
_____ (Title) of San Antonio Independent School
District, in the capacity herein stated and as the act and deed of said entity.

Notary Public, State of Texas

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Consent and Indemnity Agreement with the City of San Antonio for the Encroachment of an Existing Easement at Schenck Elementary School

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Kamal Elhabr, Bond Program Support

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the attached consent and indemnity agreement with the City of San Antonio for the encroachment of an existing easement at Schenck Elementary School. Schenck is planning to move back from Foster facilities in the 2026–2027 school year after phase one facilities are completed and ready for occupancy. Phase two renovations and construction of the annex facilities are scheduled to continue. Two modular classroom facilities will be needed temporarily while construction is in progress. Due to the limited space on site, the modular buildings will be placed on an existing easement requiring this agreement.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the consent and indemnity agreement with the City of San Antonio for the encroachment of the existing easement at Schenck Elementary School.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

NOTICE OF CONFIDENTIALITY RIGHTS: IF YOU ARE A NATURAL PERSON, YOU MAY REMOVE OR STRIKE ANY OR ALL OF THE FOLLOWING INFORMATION FROM ANY INSTRUMENT THAT TRANSFERS ANY INTEREST IN REAL PROPERTY BEFORE IT IS FILED FOR RECORD IN THE PUBLIC RECORDS: YOUR SOCIAL SECURITY NUMBER OR YOUR DRIVER'S LICENSE NUMBER.

CONSENT AND INDEMNITY AGREEMENT

STATE OF TEXAS §
 § KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF BEXAR §

WHEREAS, various easements, including a fourteen (14) foot wide electric and gas easement and right-of-way were heretofore dedicated to the CITY OF SAN ANTONIO, as a part of its electric and gas system, City Public Service Board, a Municipal Board of the CITY OF SAN ANTONIO, TEXAS created pursuant to the authority contained in §1502.070 of the Texas Government Code, and its predecessor statute; and pursuant to the authority contained in the various bond ordinances affecting CITY PUBLIC SERVICE (CPS ENERGY) by plat recorded in Volume 20003, Page 433, Deed and Plat Records, Bexar County, Texas, to-wit:

Being Lot 2, Block 1, New City Block 10848, KATE SCHENCK ELEMENTARY SCHOOL SUBDIVISION, City of San Antonio, Bexar County, Texas, according to plat thereof recorded in Volume 9550, Page 174, Deed and Plat Records, Bexar County, Texas.

WHEREAS, SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, is now the owner of Lot 2, Block 1, New City Block 10848, KATE SCHENCK ELEMENTARY SCHOOL SUBDIVISION, City of San Antonio, Bexar County, Texas, according to plat thereof recorded in Volume 9550, Page 174, Deed and Plat Records, Bexar County, Texas. Said Lot 2 being out of the 6.95 acres of land in the Maria Gertrudis de Alanis Survey No. 20, in Bexar County, Texas, as described in deed recorded in Volume 3435, Page 360, Deed Records of Bexar County, Texas.

WHEREAS, SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, has proposed to construct two (2) portable classroom buildings onto and into portions of the aforesaid fourteen (14) foot wide electric and gas easement and right-of-way constituting encroachments thereon; and,

WHEREAS, SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, desires permission to encroach with said proposed two (2) portable classroom buildings onto and into portions of the aforesaid fourteen (14) foot wide electric and gas easement and right-of-way, as described and shown by drawing marked Exhibit "A" attached hereto and made a part hereof.

NOW, THEREFORE, KNOW ALL MEN BY THESE PRESENTS: That in consideration of the sum of TEN AND NO/DOLLARS (\$10.00) and other valuable consideration paid to CPS ENERGY, and in consideration of the foregoing premises, CPS ENERGY hereby grants unto SAN ANTONIO INDEPENDENT SCHOOL DISTRICT permission to encroach with said proposed two (2) portable classroom buildings onto into portions of the existing fourteen (14) foot wide electric and gas easement and right-of-way as shown by drawing marked Exhibit "A" attached hereto and made a part hereof located within Lot 2, Block 1, New City Block 10848, KATE SCHENCK ELEMENTARY SCHOOL SUBDIVISION, City of San Antonio, Bexar County, Texas, according to plat thereof recorded in Volume 9550, Page 174, Deed and Plat Records, Bexar County, Texas, subject to the covenants and agreements herein set forth.

As additional consideration for the execution of this instrument by CPS ENERGY and to the extent permitted by Texas law, SAN ANTONIO INDEPENDENT SCHOOL DISTRICT, for itself, its successors and assigns, promises, covenants, and agrees with said CITY OF SAN ANTONIO, acting in its capacity as above described, to indemnify, release and forever hold harmless, the CITY OF SAN ANTONIO, its representatives, agents, employees, officers and the Board of Trustees and each Trustee of CPS ENERGY, from and against any and all claims, losses, damages, causes of action, suits, and liability of whatsoever kind or nature, including expenses of litigation, court costs, and attorney's fees, for injury to or death of any person, or for damage to said improvements or to any property of any party or person including, without limitation, damage to any improvements located within the easement arising out of or in connection with the encroachments or the construction of the said improvements as shown by the attached drawing marked Exhibit "A" attached hereto and made a part hereof, over, across, under, upon and within the said fourteen (14) foot wide electric and gas easement and right-of-way dedicated to or used by the CITY OF SAN ANTONIO, as part of its electric and gas system, whether such loss, claim, injuries, deaths, or damages are caused in part by the negligence of CPS ENERGY, the CITY OF SAN ANTONIO, its representatives, agents, employees or Board of Trustees, except that SAN ANTONIO INDEPENDENT SCHOOL DISTRICT assumes no liability for and will not indemnify CPS ENERGY against CPS ENERGY'S sole negligent acts with regard to said encroachments. It is the express intention of the parties hereto, both SAN ANTONIO INDEPENDENT SCHOOL DISTRICT and CPS ENERGY that the indemnity provided for in this paragraph is an indemnity by SAN ANTONIO INDEPENDENT SCHOOL DISTRICT to indemnify and protect CPS ENERGY from the consequences of CPS ENERGY'S own negligence, where that negligence is the concurring cause of the injury, death, damage or loss.

It is, however, agreed and understood that this agreement is made only upon the understanding that it is for the proposed two (2) portable classroom buildings only as shown by drawing marked Exhibit "A" attached hereto and made a part hereof, and that no other improvements or additions may be installed or constructed within the said easement by SAN ANTONIO INDEPENDENT SCHOOL DISTRICT its successors and assigns.

It is, however, agreed and understood that this agreement is made only upon the understanding that should electric and/or gas facilities need to be maintained and/or installed within the fourteen (14) foot wide electric and gas easement at any time hereafter, the then landowner will be given the option of either (i) relocating the proposed two (2) portable classroom buildings, or (ii) having CPS Energy install or relocate the electric and/or gas facilities around the location of said proposed two (2) portable buildings if CPS Energy determines that there is sufficient clearance within the easement to accommodate the facilities; provided, however, in the latter event, the then landowner shall be responsible for any additional or extraordinary cost of installing or relocating the facilities.

As a condition to this consent, SAN ANTONIO INDEPENDENT SCHOOL DISTRICT its successors and assigns, covenants and agrees that it specifically **releases and waives** any and all rights against CPS ENERGY and hold CPS ENERGY harmless, for any and all damages to any improvements located within the electric and gas easement and right-of-way, whether caused by the negligence CPS ENERGY or otherwise, resulting from the exercise by CPS Energy of any of its rights under the herein described electric and gas easement and right-of-way.

It is further expressly agreed and understood that the covenants and agreements herein set forth are to run with the land and shall be binding on all persons and parties owning or claiming an interest in and to all or any part of the above described Lot 2, Block 1, New City Block 10848, KATE SCHENCK ELEMENTARY SCHOOL SUBDIVISION, City of San Antonio, Bexar County, Texas, according to plat thereof recorded in Volume 9550 Page 17, Deed and Plat Records, Bexar County, Texas.

[SIGNATURE PAGE TO FOLLOW]

STATE OF TEXAS §
 §
COUNTY OF BEXAR §

This instrument was acknowledged before me on this _____ day of _____, 2026, by RICARDO RENTERIA, SENIOR DIRECTOR, SUBSTATION AND TRANSMISSION, on behalf of the CITY PUBLIC SERVICE BOARD of the CITY OF SAN ANTONIO, Texas.

Notary Public, State of Texas

YTL –Prop building encl/Kate Schenck Elementary

VLK Architects, Inc.
250 W. Nottingham Drive, Suite 115
San Antonio, Texas 78209
Main Phone: 830.388.1531
www.vlkarchitects.com

SAN ANTONIO ISD
SAN ANTONIO, TEXAS

Schenck Elementary School

ISSUED: December 20, 2023

Revision No.	Revision Date
--------------	---------------

PROJECT NO.

HEET TITLE

SHEET NO.

A1.12

COPYRIGHT © 2023 VLK ARCHITECTS



NASH BLVD



1 SITE PLAN - PORTABLES OPTION 1
SCALE: 1" = 30'-0"

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Schematic Design for the 2020 Bond Project - Smith Elementary School

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Patti Salzmann, Deputy Superintendent

PRESENTER: Henry Acosta, Interim Chief Operations Officer

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the schematic design for the 2020 Bond Project – [Smith to Miller Schematic Design](#).

The schematic design scope includes preservation and modernization of the former Dorie Miller campus to accommodate the new Smith Elementary School campus. Site upgrades will improve accessibility and circulation, safety, and compliance with ADA and current code requirements. Renovations will include a secured vestibule, major MEP upgrades that meet SAISD technical design guideline requirements, a new roof, and an overhaul of the existing cafeteria and kitchen to accommodate for a possible campus expansion in the future phase.

The schematic design has been reviewed by the campus Project Advisory Team, District/campus administration, the CDCS Department, and other District stakeholders.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the schematic design for the 2020 Bond Project – Smith Elementary School.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Funds for this project are included in the 2020 Bond Program at Smith Elementary School.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.

- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the SAISD Proposal to the Wallace Foundation Equity-Centered Principal Pipeline Initiative Proposal

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Angelique L. Smith, Executive Director of Leadership Development

PRESENTER: Dr. Angelique L. Smith

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the SAISD proposal to the Wallace Foundation Equity-Centered Principal Pipeline Initiative, as required by the grant's Request for Proposal. If awarded, the Board agrees to support the initiative, participate in grant activities as needed, and provide leadership to the team in implementing the work. The Wallace Foundation is a philanthropic organization whose mission is to foster equity and improvements in learning. This is a 1-year extension grant opportunity that seeks to answer the question, "How can large, high need districts, in partnership with their stakeholders, create comprehensive, aligned principal pipelines and other supports that are capable of producing and supporting equity-centered leaders within the district ecosystem?" The initiative includes the sustainability of the development or refinement of leader standards, pre-service preparation programs, selective hiring and placement, evaluation and support, principal supervision, and a leader tracking system in collaboration with university partners: University of Texas at San Antonio and University of Austin. The proposal is included in the agenda packet.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the SAISD proposal to the Wallace Foundation Equity-Centered Principal Pipeline Initiative to create comprehensive, aligned principal pipelines in SAISD.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A - No cost to the District. The grant, if awarded, may be up to \$825, 000 for one year beginning July 21, 2026-June 30, 2027 for the 2026-2027 school term.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.

- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

June 25, 2026

Toni Thompson
Interim Superintendent
San Antonio Independent School District
514 W. Quincy St.
San Antonio TX 78212

Dear Toni:

This letter, when signed by San Antonio Independent School District (“you” or “your”), shall constitute an amendment of the agreement governing grant # 20210182 (“Grant”) between you and The Wallace Foundation (“Wallace”) dated August 31, 2021; as amended on November 17, 2021, September 27, 2022, July 14, 2023, September 7, 2023, June 6, 2024, and August 31, 2025 (the “Agreement”), as follows:

1. The attached Appendix A6 amends the terms of the previous Appendices to the Agreement, adding specifics for an extension of the Grant to a sixth year. The terms of each previous Appendix continue to apply to the work completed in the period covered by each such Appendix.

Except as expressly amended herein, including by Appendix A6, all of the terms and conditions of the Agreement shall remain in full force and effect.

Please note that in Wallace’s grants management system, this amendment is designated as # 20210182-A6 for payment purposes.

If this letter accurately reflects your understanding, please have a duly authorized individual with the legal capacity to execute and deliver this amendment sign where prompted by DocuSign. If you have any questions, please contact the Grants Management team member Deanna Chernovetsky at dchernovetsky@wallacefoundation.org.

Sincerely,
THE WALLACE FOUNDATION

Jennifer Maimone-Medwick
General Counsel & Corporate Secretary

ACCEPTED AND AGREED:
San Antonio Independent School District

By: _____
Signature _____
Date

Name: _____

Title: _____

APPENDIX A6

Grantee: San Antonio Independent School District
Grant Amount: \$825,000 (New grant amount: \$8,905,000)
Grant Period: July 1, 2026 through June 30, 2027
Grant ID#: 20210182-A6

Wallace's mission is to help all communities build a more vibrant and just future by fostering advances in the arts, education leadership, and youth development. We seek to catalyze broad impact by supporting the development, testing and sharing of new solutions and effective practices.

Our approach is to work collaboratively with grantees both (a) to strengthen their organizations and create benefits for the people these organizations serve and (b) to develop new knowledge and insights to catalyze broad impact. We seek to establish and maintain strong, effective partnerships with grantees. We have learned from our grantees that our approach means your experience working with Wallace may be similar to your experience with other foundations in some respects, and different in others. Here is what you can expect in working with Wallace:

- The key to successful partnerships is a mutual commitment to open, candid, ongoing and respectful communications. We commit to be clear and timely in communicating our goals, strategies and expectations. In turn, we ask that you share with us what's working well, if something isn't working as expected, and what you are learning. We take seriously our own accountability as a foundation to use philanthropic resources wisely, which means regularly assessing whether our approach and the work we are funding is creating hoped-for value for our grantees and learnings of potential benefit to the broader sector.
- To support our shared goal to test ideas and practices that we can learn from and share broadly with the field, many grants require studies or other efforts to support the development of knowledge and insights from grant-funded activities. These studies result in public reports that are widely disseminated. As partners in knowledge development, you agree to participate in and cooperate fully with Wallace and its designees in designing and implementing research-related activities.
- To support shared learning, we will ask grantees to participate in learning communities with other grantees and experts to discuss experiences and challenges in the work, exchange ideas, share expertise, and advise members of the community on issues that may be relevant to your work. In turn, we commit to organize these convenings so that you will find them a valuable use of your time.
- Wallace seeks to work across all communities in the country, and to that end seeks to support, publish, and disseminate Research Reports that are non-partisan in nature, in order to ensure that insights learned through the work the foundation supports reach the widest possible audience. To that end, our editorial review process considers four key factors: clarity, including language accessible to non-specialists; organization of

argument; support for and limitations to claims; and non-partisanship. In that spirit, we will ask researchers to offer you the opportunity to review their reports before publication and will provide our own editorial suggestions for the consideration of researchers, writers and others who are communicating about your Wallace-funded work for the public. Our suggestions are intended to help to amplify research findings and contributions to the broadest possible audiences.

A. Initiative strategy and purpose

Given that comprehensive, aligned principal pipelines have been demonstrated to benefit student achievement, and given the key role of principals in advancing opportunity for all, this initiative seeks to learn whether and how districts can develop and implement comprehensive, aligned principal pipelines that produce equity-centered leaders who can help bring a district's vision of equity to fruition. While Wallace encourages each grantee to develop its own definition of "equity" as described here, Wallace considers equity to mean all people having the opportunity and support they need to reach their full potential. The initiative seeks to benefit both participating districts and yield broadly applicable approaches that other districts can adapt to their own contexts.

The question the initiative seeks to answer is:

"How can large, high-needs districts, in partnership with their stakeholders, create comprehensive, aligned principal pipelines and other supports that are capable of producing and supporting equity-centered leaders within the district ecosystem?"

B. Overview of Key Terms

Below are the definitions used in this initiative related to expectations for moving work forward and the relationship between goals, strategies, key actions, activities, and expenses.

- **Initiative-Wide Goals:** Common goals shared by every district partnership team in the initiative.
- **Year Six Strategy:** The strategy for the initiative's sixth year that will undergird the main approach for each of the seven domains and enable teams to prioritize the activities in their work plan.
- **Initiative-Wide Key Actions:** The overall, common set of guiding principles that characterize the approach across the initiative.
- **Activities:** The specific ways the actions will be implemented are captured in the work plan.
- **Expenses:** Costs associated with the activities captured in the budget.

C. District Ecosystem

This initiative involves the full district "ecosystem," by which we mean all the organizations that comprise the community and affect the education of children and the preparation of teachers and leaders. This includes the district's central office, university partners, stakeholders (such as students, parents, city agencies, and community organizations), and the state education agency or agencies.

D. Goals: Initiative-Wide Goals

At the end of a successful initiative, each district and its stakeholders will have:

- Defined what equity means in the context of the district’s history, policies, and strategic vision, and with the input of key stakeholders, including parents and students.
- Developed a comprehensive, fully aligned principal pipeline and other supports that produce equity-centered leaders.
- Made each of the seven key pipeline features fully reflect the district’s context and definition of equity.
- Aligned this principal pipeline with the district’s strategic plan, policies, and practices, its central office, any other relevant office, and the pipeline functions and the structures of the various organizations in its ecosystem (i.e., feeder university preparation programs, state policies, and local community organizations).

E. Year Six Strategy

Together with your district partnership team, you will identify strategic goals for Year Six that will undergird the main approach for each domain and enable you to prioritize the activities in your work plan (July 1, 2026 – June 30, 2027). These goals will be captured in your Year Six work plan and supported by your budget. Please draw on the vision and definition of an equity-centered pipeline developed in Year One, as well as the revised logic model from Year Four.

F. Initiative-Wide Key Actions in Year Six

Throughout the initiative, districts and their partners will employ the six key actions listed below to guide the work, collaborating with all the partners in the ecosystem. District partnership teams will engage with the Wallace Program team, participate in the research studies, and share their challenges, opportunities, pitfalls, and back-steps during this process. Confidentiality and anonymity will be maintained throughout. In this final year of the initiative, districts and their partners will prioritize the following key actions:

- 1) **Key Action One:** Developing and sustaining deep partnerships with internal and external stakeholders and organizations.
- 2) **Key Action Two:** Visioning and strategic planning.
- 3) **Key Action Three:** Revisiting and refining “equity” and “equity-centered leaders.”
- 4) **Key Action Four:** Implementing an equity-centered principal pipeline that translates the vision into reality.
- 5) **Key Action Five:** Providing mentoring and training for current assistant principals to become the next generation of equity-centered principals.
- 6) **Key Action Six:** Engaging in continuous improvement.

In Year Six, in addition to a work plan, grantees are asked to identify three sustainability strategies that outline, with specificity, the activities to implement the actions identified above. The budget template must include anticipated spending and align with the work plan.

G. Publications and Presentations

Wallace must be informed, with sufficient notice, if the grantee intends to issue a publication or make a presentation about work related to this grant. Wallace reserves the right to review and comment on drafts prior to publication or presentation.

H. Participation in Research and Data Requirements

There are three research studies associated with the Equity-Centered Pipeline Initiative (“ECPI”): (1) The Central Office Research Study (CORS), is documenting the organizational culture and history of each district to understand how leadership that supports opportunity for all plays out differently according to context; (2) The Comprehensive Assessment of Leadership Learning-Equity Centered Leadership (CALL-ECL) study is documenting how districts go about developing equity-centered pipelines, and developing two tools that can: (a) measure equity-centered leadership practices in and across the schools; and (b) measure the 16 equity indicators developed by the National Academies of Sciences, Engineering, and Medicine (NASEM) that relate to both learning outcomes and opportunities; and (3) The Research Use and Coordination (RUCS) study is leading a research-practice design network to facilitate district inquiries into particular parts of their pipelines.

Names of districts and local communities participating in this initiative will not be linked to specific findings in any public report. Researchers will provide districts opportunities to review, for accuracy and confidentiality, all research reports before they are published.

Required research activities in Year Six will include:

- Identification of eight or more school sites to serve as participants in the piloting of the CALL-OTL (Opportunity to Learn) survey – a school/district-based tool to measure equity-centered leadership practices.
- To support our shared goal of testing ideas and practices we can learn from and share broadly with the sector, this grant requires studies or other efforts to elicit lessons and observations from grant-funded activities. These studies and evaluations result in public reports that are widely disseminated. As partners in knowledge development, you agree to fully cooperate with Wallace and its designees, including participating in data collection activities and facilitating relevant data-sharing agreements.
- Identifying ECPI team members to participate in interviews, reflection meetings, and surveys.
- Coordinating site visits with research team members and reflecting on periodic research memos to ensure researchers are capturing your full story.
- Providing, if mutually agreed upon, quantitative data necessary for the research team’s analysis. A list of those data requests will be available before the start of the new school year.
- Additionally, districts will be invited to opt in to participate in two separate projects:
 - Research Practice Design Network (RPDN) to develop strategies and tools to support your ECPI work.
 - Collaborate with CALL-MEI (Measuring Equity Indicators) project to develop a dashboard using a combination of publicly available data and local data that will allow you and your district to monitor progress on the trends and impacts of your ECPI work.

I. Wallace Network Activities

1. Technical Assistance

Appropriate district partnership team members are asked to meaningfully engage with all essential initiative-wide technical assistance, including:

- An assigned ECPI consultant
- Catalyst Exchange (Technical Assistance Wallet)

The following technical assistance will be made available to districts to support their Year Six priorities and achieve the initiative-wide goals.

- Crocus (LTS / LDMP planning)
- National Urban League (Community engagement planning and efforts)
- The Hatcher Group (Communications support)

2. Professional Learning Communities (PLC)

In Year Six, there will be two initiative-wide PLCs for members of the district partnership team. While district Superintendent/CEO participation is encouraged for all initiative PLCs, all district Superintendents/CEOs are requested to attend the October 2026 and May 2027 initiative-wide PLC. If, for any reason, the superintendent is unable to attend, he/she should contact the Vice President of Education Leadership directly. In addition, Superintendents are asked to participate in two mutually agreed-upon research and communications activities [e.g., participation in facilitated events (panels, presentations, etc.) at convenings hosted by Wallace Communications and/or research partners]. The two initiative-wide PLCs will be held on:

- October 5-7, 2026 (in-person) – Philadelphia, PA
- May 3-5, 2027 (in-person) – San Juan, PR

In Year Six, Wallace will offer a series of role-specific PLCs and expect that appropriate staff will participate. Dates will be communicated as soon as possible, when not listed below.

- Chiefs of Schools Network (TBD)
- Principal Supervisor PLC (Dates TBD)
- School Leader PLC (Dates TBD)
- State Liaison PLC (TBD)
- University Faculty PLC (TBD)

In support of the development of a community of support for participating superintendents, the Wallace Foundation will continue to host either a **quarterly** superintendents' meeting (virtually) and/or a scheduled 1:1 meeting with the Vice President of Education Leadership and the Superintendent. The quarterly meetings will be held on the following dates, subject to change:

- September 24, 2026
- December 10, 2026
- February 25, 2027
- May 27, 2027

Additional optional community experiences include regional site visits hosted by other participating districts, events hosted by research partners, and a new opportunity to visit the Legacy sites in Montgomery, Alabama.

3. *Annual Day with Wallace*

In Year Six, Day with Wallace will be an opportunity to share progress, current work status, and collaboration-connected plans for future sustainability, including opportunities to engage with other national funders. This experience will afford grantees and partners the opportunity to engage in cross-district sharing and collaborative problem-solving. Day with Wallace will be held on March 5, 2027.

4. *Regularly scheduled conference calls with your assigned Wallace Program Officer.*

5. *Other conference calls and virtual activities with your assigned Wallace Program Officer and/or Wallace Staff, consultant, and technical assistant providers.*

J. Deliverables, budget, progress, and financial reports (*Guidelines will be sent no later than six weeks prior to the due date*):

Budget / Report / Deliverable	Proposed Due Date (uploaded in the GMS system)
Year Five Final Financial Report (<i>Note: this report was part of the district's Year Five grant agreement</i>)	July 31, 2026
Year Six Work Plan and Communications Plan	August 28, 2026
Year Six Budget	August 28, 2026
Year Six Interim Financial Report	January 29, 2027
Leader Tracking System Showcase (content showcase at PLC)	April 23, 2027
Year Six Final Financial Report	July 30, 2027

K. Fiscal Agent

The district will serve as the fiscal agent for the funds received from Wallace. In your role as fiscal agent, you will ensure the timely pass-through of grants to the university and state partners. As fiscal agents, districts also have the authority to approve or disapprove partner budgets (e.g., University and state partners) and any budget course corrections, in accordance with Wallace guidelines. Partners are responsible for submitting budgets and financial reports to the district one week before Wallace due dates.

L. Responsibility for Legal Review

The Wallace Foundation expects that all grantees of the Equity-Centered Pipeline Initiative will comply with applicable federal, state and local anti-discrimination and equal opportunity laws and that no portion of the grant funds will be used to in any way discriminate against, deny benefits to, deny employment to, or exclude from participating any persons (except where expressly permitted by law) on the grounds of race, color, national origin, religion, age, disability, marital status, sexual orientation, gender, legal citizenship or any other characteristic protected by law.

M. Freedom of Information Act (FOIA) Reporting Requirements

All grantees are asked to notify their assigned Wallace Program Officer of any Freedom of Information Act (FOIA) requests received for response that are: (1) specifically for documents related to the Wallace grant award, or (2) requests for materials related to your Wallace grant award. Notification of all requests should be shared with the Wallace contact(s) within five (5) business days of any request.

N. Changes to the Grant

You must make a request, in writing, to your Wallace staff contact, and receive written approval of same from your Wallace contact, prior to making any changes to the Grant, including but not limited to:

- Reallocation of spending between budget categories cumulating to 10% or more of the budget most recently approved by Wallace
- Change in the scope of work or strategy
- To add, delete or change a deliverable, or to change its timing
- To substantially change the level of involvement of a staff member or members considered key to the project

If the approved budget includes indirect costs, such costs will be identified in a separate budget line. Indirect costs are shared costs that are not directly attributable to the project itself, such as rent, utilities, information technology, supplies, and allocated charges for administrative departments (e.g., accounting, human resources, development). The indirect rate should be applied to actual expenditures for each grant payment period.

If you expect to have unexpended funds at the end of the grant term, at least three months prior to the term end you should have a discussion with your Wallace staff contact. A request to use the unexpended funds should identify the amount of remaining funds and a proposed plan for spending down.

O. Payment Schedule

Within thirty (30) days of Wallace's receipt of this grant agreement signed by you and receipt or confirmation of your ACH banking information, Wallace will send you an electronic ACH transfer in the amount of \$412,500.00. Separately, Wallace will send you instructions on how to submit your banking information using our secure grantee portal.

Subsequent payments will be made according to the following schedule:

Payment Date	Payment Amount
On or before January 31, 2027	\$412,500

Subsequent payments are subject to the terms and conditions of this Agreement.

**Appendix A: Scope of Work
For The Wallace Foundation**

Angel Miles Nash, Senior Program Officer

Date

ACCEPTED AND AGREED:
San Antonio Independent School District

By: _____
Signature

Date

Name: _____

Title: _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Accept the TEA Awarded Learning Acceleration Support Opportunities (LASO) Cycle 4 Grant and Approval of Contracted Services with TEA Approved Provider (Carnegie Learning)

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Sharene Dixon, Instructional Superintendent for Network 3

PRESENTER: Dr. Sharene Dixon

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the formal acceptance of the Learning Acceleration Support Opportunities (LASO) Cycle 4 Grant from the TEA and to approve the contracted services with Approved Provider, Carnegie Learning. LASO program grants are anchored around a few key strategies to accelerate academic gains: Curriculum and Instruction, Education and Training, More Time, and Innovative School Models. This request is to approve the acceptance of three grants under the Curriculum and Instruction strategy, which supports high-quality instructional materials (HQIM) designed to make up ground and master grade level TEKS. Additionally, approval is requested for contracted services with TEA approved provider, Carnegie Learning. Per the grant program guidelines, “the school system must select the same Approved Provider for both LIFT and the LIFT SI PLC support grant.”

- **Leadership and Instructional Foundations for Texas (LIFT)**
 - This grant focuses on building leadership capacity and establishing strong, Tier I Instructional Framework.
 - Award Amount: \$788,000 End Date: 8/31/2027
 - Per the grant program guidelines, “school systems are required to use a minimum of 70% of grant funds to contract with a single Approved Provider to support grant activities.”
 - Carnegie Learning – approximately \$611,855 for contracted services. The procurement method to be used is SAISD’s RFP #23-020 (AS), which expires on July 31, 2027.
- **LIFT Add On: School Improvement PLC Supports (LIFT SI PLC)**
 - This grant focuses on tailored Professional Learning Community support, specifically for eligible Title I campuses.
 - Award Amount: \$300,000 End Date: 9/30/2027
 - Per the grant program guidelines, “school systems are required to use a minimum of 50% of grant funds to contract with a single Approved Provider per instructional material.”

- Carnegie Learning – approximately \$212,625 for contracted services. The procurement method to be used is SAISD’s RFP #23-020 (AS), which expires on July 31, 2027.
- **School Improvement Curriculum and Instruction Support Grant (SI CISG)**
 - This grant is for Targeted support to strengthen classroom curriculum and teacher execution.
 - Award Amount: \$400,000 End Date: 9/30/2027

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the acceptance of the LASO Cycle 4 Grant from the TEA in the amount of \$1,488,000 and approves the contracted services with Carnegie Learning in the total amount of approximately \$824,480.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Fund codes have been established by the District’s Funds Management and Special Revenue Department and include funds 420-6 (LIFT), 202-6 (LIFT SI PLC), and 262-6 (SI CISG).

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



Organization: SAN ANTONIO ISD

County District: 015907

Campus/Site: N/A

ESC Region: 20

SAS #: LASOAE26

Vendor ID: 1746002167

School Year: 2025-2026

Notice of Grant Award

Application Submit Date: 4/16/2026

Amendment Number: 00

NOGA ID / Reimbursement ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
26026705015907	2025-2026 LEADERSHIP AND INSTRUCTIONAL FOUNDATIONS FOR TEXAS	429	5829			02672605	3/1/2026	8/31/2027	\$0.00	\$788,000.00
26610159015907	2025-2026 LIFT ADD- ON:SCHOOL IMPROVEMENT PLC	211	5929	S010A250043 84.010A	USDE	61012659	3/1/2026	9/30/2027	\$0.00	\$300,000.00
26610174015907	2025-2026 SI CURRICULUM AND INSTRUCTION SUPPORT	211	5929	S010A250043 84.010A	USDE	61012674	3/1/2026	9/30/2027	\$0.00	\$400,000.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 003946028297, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee

The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract

Approval ID of the Commissioner of Education or Designee
Texas Education Agency

Date

5/15/2026

Texas Education Agency
Supplement to Notice of Grant Award (NOGA)

1	Subrecipient Name SAN ANTONIO ISD 514 QUINCY ST SAN ANTONIO, TX 78212	2	Subrecipient Unique Entity Identifier CDN: 015907														
3	Subrecipient Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Grant name:</td> <td>2025-2026 LEADERSHIP AND INSTRUCTIONAL FOUNDATIONS FOR TEXAS</td> </tr> <tr> <td>Subaward period of performance start and end date:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Amount of federal funds obligated by this action:</td> <td>Not applicable</td> </tr> <tr> <td>Total amount of federal funds awarded:</td> <td>Not applicable</td> </tr> <tr> <td>Indirect cost rate:</td> <td>12.479%</td> </tr> <tr> <td>De minimis indirect cost rate:</td> <td>Not applicable</td> </tr> <tr> <td>Research and development grant:</td> <td>Not applicable</td> </tr> </table>			Grant name:	2025-2026 LEADERSHIP AND INSTRUCTIONAL FOUNDATIONS FOR TEXAS	Subaward period of performance start and end date:	See NOGA certificate	Amount of federal funds obligated by this action:	Not applicable	Total amount of federal funds awarded:	Not applicable	Indirect cost rate:	12.479%	De minimis indirect cost rate:	Not applicable	Research and development grant:	Not applicable
Grant name:	2025-2026 LEADERSHIP AND INSTRUCTIONAL FOUNDATIONS FOR TEXAS																
Subaward period of performance start and end date:	See NOGA certificate																
Amount of federal funds obligated by this action:	Not applicable																
Total amount of federal funds awarded:	Not applicable																
Indirect cost rate:	12.479%																
De minimis indirect cost rate:	Not applicable																
Research and development grant:	Not applicable																
4	Subrecipient Terms and Conditions (1) New EDGAR including 2 C.F.R. Part 200 does not apply (2) Grant program requirements (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines (c) Incorporated by reference in General Provisions and Assurances (d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable) (3) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable (4) Access to subrecipient records The subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section. (5) Closeout of subaward (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in NOGA transmittal letter																
5	Name of Pass-Through Entity Texas Education Agency	6	Contact Information for TEA Awarding Official See NOGA certificate														
7	Federal Award Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Federal awarding agency:</td> <td>Not applicable</td> </tr> <tr> <td>Federal award identification number:</td> <td>Not applicable</td> </tr> <tr> <td>CFDA number:</td> <td>Not applicable</td> </tr> <tr> <td>CFDA name:</td> <td>Not applicable</td> </tr> <tr> <td>Federal award date:</td> <td>Not applicable</td> </tr> <tr> <td>Total amount of federal award:</td> <td>Not applicable</td> </tr> </table>			Federal awarding agency:	Not applicable	Federal award identification number:	Not applicable	CFDA number:	Not applicable	CFDA name:	Not applicable	Federal award date:	Not applicable	Total amount of federal award:	Not applicable		
Federal awarding agency:	Not applicable																
Federal award identification number:	Not applicable																
CFDA number:	Not applicable																
CFDA name:	Not applicable																
Federal award date:	Not applicable																
Total amount of federal award:	Not applicable																
8	Federal Award Project Description Not applicable																

Texas Education Agency
Supplement to Notice of Grant Award (NOGA)

1	Subrecipient Name SAN ANTONIO ISD 514 QUINCY ST SAN ANTONIO, TX 78212	2	Subrecipient Unique Entity Identifier UEI (SAM): T126TLW9VC71 CDN: 015907														
3	Subrecipient Information <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 45%;">Grant name:</td> <td>2025-2026 LIFT ADD-ON:SCHOOL IMPROVEMENT PLC SUPPORT</td> </tr> <tr> <td>Subaward period of performance start and end date:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Amount of federal funds obligated by this action:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Total amount of federal funds awarded:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Indirect cost rate:</td> <td>4.125%</td> </tr> <tr> <td>De minimis indirect cost rate:</td> <td>Not applicable</td> </tr> <tr> <td>Research and development grant:</td> <td>Not applicable</td> </tr> </table>			Grant name:	2025-2026 LIFT ADD-ON:SCHOOL IMPROVEMENT PLC SUPPORT	Subaward period of performance start and end date:	See NOGA certificate	Amount of federal funds obligated by this action:	See NOGA certificate	Total amount of federal funds awarded:	See NOGA certificate	Indirect cost rate:	4.125%	De minimis indirect cost rate:	Not applicable	Research and development grant:	Not applicable
Grant name:	2025-2026 LIFT ADD-ON:SCHOOL IMPROVEMENT PLC SUPPORT																
Subaward period of performance start and end date:	See NOGA certificate																
Amount of federal funds obligated by this action:	See NOGA certificate																
Total amount of federal funds awarded:	See NOGA certificate																
Indirect cost rate:	4.125%																
De minimis indirect cost rate:	Not applicable																
Research and development grant:	Not applicable																
4	Subrecipient Terms and Conditions (1) New EDGAR including 2 C.F.R. Part 200 applies (2) Grant program requirements (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines (c) Incorporated by reference in General Provisions and Assurances (d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable) (3) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable (4) Access to subrecipient records Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section. (5) Closeout of subaward (a) Incorporated by reference in General and Fiscal Guidelines (a) Incorporated by reference in NOGA transmittal letter																
5	Name of Pass-Through Entity Texas Education Agency	6	Contact Information for TEA Awarding Official See NOGA certificate														
7	Federal Award Information <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 45%;">Federal awarding agency:</td> <td>USDE</td> </tr> <tr> <td>Federal award identification number:</td> <td>See NOGA certificate</td> </tr> <tr> <td>CFDA number:</td> <td>See NOGA certificate</td> </tr> <tr> <td>CFDA name:</td> <td>Title I Grants to Local Educational Agencies</td> </tr> <tr> <td>Federal award date:</td> <td>July 1, 2025</td> </tr> <tr> <td>Total amount of federal award:</td> <td>\$1,808,606,075</td> </tr> </table>			Federal awarding agency:	USDE	Federal award identification number:	See NOGA certificate	CFDA number:	See NOGA certificate	CFDA name:	Title I Grants to Local Educational Agencies	Federal award date:	July 1, 2025	Total amount of federal award:	\$1,808,606,075		
Federal awarding agency:	USDE																
Federal award identification number:	See NOGA certificate																
CFDA number:	See NOGA certificate																
CFDA name:	Title I Grants to Local Educational Agencies																
Federal award date:	July 1, 2025																
Total amount of federal award:	\$1,808,606,075																
8	Federal Award Project Description Incorporated by reference in program guidelines																

Texas Education Agency
Supplement to Notice of Grant Award (NOGA)

1	Subrecipient Name SAN ANTONIO ISD 514 QUINCY ST SAN ANTONIO, TX 78212	2	Subrecipient Unique Entity Identifier UEI (SAM): T126TLW9VC71 CDN: 015907														
3	Subrecipient Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;">Grant name:</td> <td>2025-2026 SI CURRICULUM AND INSTRUCTION SUPPORT GRANT</td> </tr> <tr> <td>Subaward period of performance start and end date:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Amount of federal funds obligated by this action:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Total amount of federal funds awarded:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Indirect cost rate:</td> <td>4.125%</td> </tr> <tr> <td>De minimis indirect cost rate:</td> <td>Not applicable</td> </tr> <tr> <td>Research and development grant:</td> <td>Not applicable</td> </tr> </table>			Grant name:	2025-2026 SI CURRICULUM AND INSTRUCTION SUPPORT GRANT	Subaward period of performance start and end date:	See NOGA certificate	Amount of federal funds obligated by this action:	See NOGA certificate	Total amount of federal funds awarded:	See NOGA certificate	Indirect cost rate:	4.125%	De minimis indirect cost rate:	Not applicable	Research and development grant:	Not applicable
Grant name:	2025-2026 SI CURRICULUM AND INSTRUCTION SUPPORT GRANT																
Subaward period of performance start and end date:	See NOGA certificate																
Amount of federal funds obligated by this action:	See NOGA certificate																
Total amount of federal funds awarded:	See NOGA certificate																
Indirect cost rate:	4.125%																
De minimis indirect cost rate:	Not applicable																
Research and development grant:	Not applicable																
4	Subrecipient Terms and Conditions (1) New EDGAR including 2 C.F.R. Part 200 applies (2) Grant program requirements (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines (c) Incorporated by reference in General Provisions and Assurances (d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable) (3) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable (4) Access to subrecipient records Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section. (5) Closeout of subaward (a) Incorporated by reference in General and Fiscal Guidelines (a) Incorporated by reference in NOGA transmittal letter																
5	Name of Pass-Through Entity Texas Education Agency	6	Contact Information for TEA Awarding Official See NOGA certificate														
7	Federal Award Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 45%;">Federal awarding agency:</td> <td>USDE</td> </tr> <tr> <td>Federal award identification number:</td> <td>See NOGA certificate</td> </tr> <tr> <td>CFDA number:</td> <td>See NOGA certificate</td> </tr> <tr> <td>CFDA name:</td> <td>Title I Grants to Local Educational Agencies</td> </tr> <tr> <td>Federal award date:</td> <td>July 1, 2025</td> </tr> <tr> <td>Total amount of federal award:</td> <td>\$1,808,606,075</td> </tr> </table>			Federal awarding agency:	USDE	Federal award identification number:	See NOGA certificate	CFDA number:	See NOGA certificate	CFDA name:	Title I Grants to Local Educational Agencies	Federal award date:	July 1, 2025	Total amount of federal award:	\$1,808,606,075		
Federal awarding agency:	USDE																
Federal award identification number:	See NOGA certificate																
CFDA number:	See NOGA certificate																
CFDA name:	Title I Grants to Local Educational Agencies																
Federal award date:	July 1, 2025																
Total amount of federal award:	\$1,808,606,075																
8	Federal Award Project Description Incorporated by reference in program guidelines																

Implementation Proposal For San Antonio ISD

Leadership and Instructional Foundations for Texas (LIFT)





Partnership Overview

PARTNERSHIP SUMMARY

Research consistently shows that sustainable improvements in student outcomes are not achieved through one-time professional learning events or disconnected initiatives. Instead, districts experience lasting impact when professional learning is job-embedded, aligned to high-quality instructional materials (HQIM), and supported by strong instructional leadership and coherent systems.

Through the Leadership and Instructional Foundations for Texas (LIFT) grant, San Antonio ISD has the opportunity to engage in a multi-year partnership designed to strengthen both instructional practice and the systems that support it. Carnegie Learning will serve as a strategic implementation partner, supporting district and campus leaders and teachers in the effective adoption and implementation of Bluebonnet Learning and other approved HQIM.

This partnership blends curriculum-based professional learning, instructional leadership development, and change management support to build the technical skills and adaptive capacities necessary for long-term success. Beginning with a comprehensive needs assessment, Carnegie Learning will collaborate with district stakeholders to design and implement a customized, multi-year plan aligned to the district's LIFT pathway and instructional priorities.

Throughout the partnership, supports are intentionally sequenced and responsive, evolving as district and campus capacity grow. Early efforts focus on establishing shared understanding, instructional coherence, and leadership alignment, while later work deepens practice, strengthens systems, and builds conditions for sustainability. This approach ensures that implementation is both rigorous and realistic, meeting educators where they are while maintaining high expectations for instructional quality.

Across the life of the grant, this work is designed to:

- Strengthen grade-level, standards-aligned instruction
- Build leadership capacity and coherence across campuses
- Establish sustainable instructional systems that endure beyond the grant period
- Improve learning experiences and outcomes for all students



"Carnegie's dedication to supporting our teachers through targeted classroom walkthroughs and the establishment of professional learning communities has been transformative. Carnegie is working side by side with our district and campus administrators to equip our educators with the tools and strategies necessary to create an environment where students engage deeply with mathematical concepts, encouraging them to articulate their thinking and tackle challenges collaboratively."

Evangelina Gracia
Elementary Curriculum Director
Mercedes ISD

OVERVIEW OF LIFT-ALIGNED IMPLEMENTATION SUPPORT

Carnegie Learning's LIFT-aligned services are intentionally designed to support districts through instructional change management over the full grant period (Spring 2026–Summer 2029). Supports are renewed annually and tailored based on the district's pathway, needs assessment results, and implementation phase.

Core Areas of Support

Instructional Leadership Development

Carnegie Learning partners with district and campus leaders to move from vision-setting to the implementation of sustainable instructional systems. Leaders engage in workshops, coaching, feedback cycles, and structured routines aligned to research-based instructional strategies. Support and workshops may include the following topics: Change Management, PLC Foundations, Real-Time Coaching, Schoolwide Routines, Performance Management, etc.

Curriculum-Aligned Professional Learning

Professional learning is grounded in Bluebonnet Learning and other approved HQIM, with a focus on unit and lesson internalization, grade-level tasks, effective questioning, and assessment practices. Sessions are designed to strengthen teacher content knowledge and instructional decision-making within daily practice. Workshops may include the following topics: Unit/Module/Lesson Internalization, RBIS Training (RLA and/or math), Addressing Adaptive Needs, Initial Product Training, Assessment, Supporting ALL Learners, Internalization of Best Practices (RLA and/or math), Purposeful Practice, Discourse and Language Routines, etc.

Coaching and Consultation

Ongoing, tailored coaching and consultation guide district teams through the change management process. Our District and Campus coaches help refine instructional practices and align systems to support the effective implementation of HQIM and to empower teachers to effectively deliver grade-level instruction. Carnegie Learning Campus Coaches facilitate TEA-required turnkey content in ways that align with district context while maintaining fidelity to grant expectations.

Multi-Tiered, Flexible Support

Knowledge-building opportunities between formal training sessions provide flexible, adaptive support to address evolving implementation needs and ensure successful implementation at all levels.

Observation, Feedback, and Calibration

Learning walks, classroom observations, and calibration sessions provide evidence-based feedback and actionable next steps, supporting continuous improvement in instructional practice.

Key Deliverables

- Customized action plans built from the Needs Assessment
- Progress monitoring and data reporting for continuous improvement
- Product-specific professional learning for continuous development
- Flexible, targeted support for addressing evolving needs in schools.

With these services, district leaders are empowered to create a sustainable culture of high expectations and student achievement while teachers gain practical tools for effective instruction, resulting in improved student learning experiences.

LIFT Scope of Work

Through the LIFT grant, Carnegie Learning will support San Antonio ISD in implementing Bluebonnet Learning instructional materials and strengthening instructional leadership and systems over multiple years. Implementation support is intentionally designed to be product-specific and phase-responsive, recognizing that districts may be at different readiness stages with each instructional material.

For each Bluebonnet Learning product included in this partnership, districts may engage in:

- Planning-focused support, including needs assessment, system readiness analysis, & implementation planning, or
- Implementation-focused support, emphasizing teacher learning, instructional practice, leadership routines, and system coherence.

The specific focus and intensity of support for each product will be determined through the LIFT needs assessment process and refined annually as implementation progresses.

FLEXIBLE, PRODUCT-SPECIFIC IMPLEMENTATION SUPPORT

The following instructional materials are included in this partnership. Implementation supports will be aligned to the district's current phase (planning or implementation) for each product.

Bluebonnet Learning Products Supported

- ☒ Bluebonnet Learning K–5 Reading Language Arts, Edition 1
 - ☒ Planning
 - ☐ Implementation
- ☐ Bluebonnet Learning K–5 Mathematics, Edition 1
 - ☐ Planning
 - ☐ Implementation
- ☒ Bluebonnet Learning Secondary Mathematics, Edition 1
 - ☒ Planning
 - ☒ Implementation

This approach allows districts to strategically build capacity, ensuring supports are appropriately sequenced and responsive to instructional readiness.

Participating Campuses & Leadership Engagement

Leadership support will be tailored to the district's scale and structure, ensuring alignment across campuses and consistency in instructional expectations.

Number of participating district-level leaders: 2

Number of participating campuses: 10



“Our partnership with Carnegie Learning has significantly elevated our efforts to improve student achievement by effectively implementing high-quality instructional materials. Their team’s deep expertise and commitment to supporting our educators have been instrumental in helping us implement effective change management strategies, leading to improved classroom practices and student outcomes.”

Maria Fernandez

Executive Director of Curriculum
Legacy Prep Charter Academy

Collaborative Learning & PLC Support (Optional)

Where applicable, Carnegie Learning will provide additional PLC-focused support to selected campuses. This work deepens implementation by embedding collaborative routines that support:

- Unit and lesson internalization
- Analysis of student work and assessment evidence
- Instructional planning aligned to grade-level expectations

Campuses participating in PLC support

K–5 Reading Language Arts	K–5 Mathematics	Secondary Mathematics
		WHITTIER MIDDLE; ROGERS COLLEGE PREP MIDDLE; LONGFELLOW MIDDLE; HOT WELLS MIDDLE; HARRIS MIDDLE

Multi-Year Evolution of Support

The LIFT grants outlined in this proposal are designed as renewable, multi-year partnerships, provided over a three-year period from Spring 2026 through Summer 2029. Services are renewed annually and refined based on district progress, evolving needs, and ongoing implementation priorities identified through data, feedback, and collaborative reflection.

Throughout the grant period, Carnegie Learning will intentionally adjust the focus, intensity, and structure of support to ensure that implementation deepens over time and leads to sustainable instructional improvement. As district and campus capacity grow, supports shift from establishing foundational practices to strengthening coherence, leadership routines, and long-term sustainability.

Over the course of the partnership, this evolving support is designed to:

- Build educator and instructional leader capacity to enact grade-level, standards-aligned instruction
- Strengthen instructional systems and routines that support consistent, high-quality implementation
- Increase coherence and sustainability across campuses through aligned leadership practices and shared instructional expectations
- Support the long-term implementation of high-quality instructional materials (HQIM) beyond the grant period

This intentional, phased approach ensures that LIFT-funded services remain responsive and relevant each year while maintaining a clear focus on durable change—positioning districts to sustain effective instructional practices well beyond the conclusion of the grant.



Year 1 Implementation Timeline

The timeline below outlines Year 1 LIFT-funded supports, beginning in Spring 2026, and reflects the district's anticipated focus on planning and/or implementation of Bluebonnet Learning instructional materials. This first-year timeline is designed to establish strong instructional foundations, align leadership and instructional systems, and support initial implementation priorities identified through the LIFT needs assessment.

Activity	Carnegie Learning Team will...	Audience	Timing
Executed Contract	Upload the fully executed contract to TEA	District Leaders	April 1, 2026
Needs Assessment	Conduct needs assessment across the district and participating campuses in collaboration with district and campus leaders	District & Campus Leaders	May and June
Action Plan	Develop a LIFT-aligned annual support plan in partnership with district leadership	District & Campus Leaders	June
Initial Training and Required TEA Sessions	Deliver initial product training and required TEA sessions across the year	District & Campus Leaders Coaches & Teachers	Ongoing beginning in June
Doing the Math Workshops	Facilitate quarterly Doing the Math sessions with fifty teachers and instructional leaders across each grade level	Campus Leaders Coaches & Teachers	Quarterly, beginning in August
School System TouchPoint Schedule	Co-develop a yearlong schedule of LIFT supports and services	District Leadership Team	August
Performance Management Step Backs	Monitor monthly progress toward the Action Plan and make adjustments as needed	District Leaders	BOY, MOY, EOY
Classroom Observations	Conduct classroom observations and learning walks alongside district and campus leaders to support implementation	District & Campus Leaders	Monthly
PLC Observations	Observe PLC meetings alongside campus leaders to inform coaching, feedback, and next steps	Campus Leaders	Quarterly
Instructional Framework	Support the development and refinement of the district's Instructional Framework	District Leaders	February
Updated Action Plan	Review and revise the Action Plan collaboratively based on implementation data	District & Campus Leaders	February
Support for Continuation of Funding Application	Support submission of the continuation of the funding application to TEA	District Leaders	Spring 2027



LIFT Add-on: SI PLC

Year 1 Implementation Timeline

The timeline below outlines the Year 1 PLC Add-On, which begins in Spring 2026 and reflects the district's anticipated focus on planning and/or implementing Bluebonnet Learning instructional materials. This first-year timeline is designed to establish strong instructional foundations, align leadership and instructional systems, and support initial implementation priorities identified through the LIFT needs assessment.

Activity	Carnegie Learning Team will...	Audience	Timing
Needs Assessment	Conduct needs assessment across the participating campuses in collaboration with district and campus leaders	District & Campus Leaders	May and June
Action Plan	Develop a LIFT-aligned annual support plan in partnership with district leadership	District & Campus Leaders	June
PLC Sessions	Deliver PLC training and required TEA sessions across the year	District & Campus Leaders Coaches & Teachers	Ongoing beginning in June
Performance Management Step Backs	Monitor monthly progress toward the Action Plan and make adjustments as needed	District Leaders	BOY, MOY, EOY
PLC Supports	Facilitate PLC support at each PLC campus, including facilitation and leader support	Campus Leaders Coaches Teachers	Monthly
Job-Embedded Leadership Coaching	Direct coaching for campus leaders and instructional coaches to build their capacity in leading collaborative planning and establishing sustainable, high-leverage PLC routines.	Campus Leaders Coaches	Ongoing
PLC Observations	Conduct PLC observation and feedback at each PLC campus	Campus Leaders Coaches	Monthly
TEA Reporting Requirements	Work with leaders to collect the necessary data to submit required TEA reports	District Leaders	Monthly, as required

RECOMMENDATION

Carnegie Learning proposes a collaborative partnership with San Antonio ISD to execute the **RLA Planning Grant as part of LASO 4**. This work is not a standalone initiative; rather, it is designed as a **systems-change engine** that embeds TEA requirements directly into the district's ongoing **LIFT implementation**. By leveraging San Antonio ISD's existing **Elementary**

R-LA Instructional Framework, we will ensure that new structures for High-Quality Instructional Materials (HQIM) feel like a natural evolution—not an "additional lift"—for campus leaders and teachers.

I. Integration with Existing SAISD Frameworks

We recognize that SAISD has a robust foundation. Our planning process will explicitly reference and build upon the **San Antonio ISD Elementary R-LA Framework**, ensuring alignment with your core pillars:

- **The Science of Teaching Reading (STR):** Deepening the systematic phonics and fluency routines already established.
- **Gradual Release of Responsibility (GRR):** Using the "Launch, Focused Instruction, Explore, Practice, and Closure" model as the blueprint for all professional learning deliverables.

II. Embedding Work into Systems Change (The "No Extra Lift" Approach)

To ensure sustainability without overwhelming staff, Carnegie Learning will integrate Strong Foundations milestones into existing LIFT workflows:

- **Cohesive Governance:** Rather than forming new committees, we will use existing LIFT leadership structures as the "Stakeholder Committee," streamlining decision-making.
- **Framework Evolution:** Instead of starting from scratch, we will conduct a **Gap Analysis** of the current R-LA framework against Research-Based Instructional Strategies (RBIS) to "upgrade" existing documents rather than replacing them.
- **Synchronized Professional Learning:** Collective learning sessions will be scheduled within existing district PD windows, focusing on how HQIM simplifies teacher planning by providing the "scaffolds and stems" (CBLI) already called for in your district goals.

III. Key Deliverables

Our partnership will produce a suite of artifacts that fulfill TEA requirements while serving as practical tools for San Antonio ISD:

1. **Integrated Project Roadmap:** A unified timeline mapping Strong Foundations milestones against LIFT implementation dates.
2. **Refined Instructional Framework:** An updated version of your current R-LA framework that incorporates HQIM-specific guidance.
3. **Strategic Communication Plan:** Messaging designed to show teachers how these supports reduce "lesson prep fatigue" by providing high-quality, pre-scaffolded resources.
4. **Professional Learning Scope & Sequence:** A plan for 2026 and beyond that builds teacher capacity in the **Science of Teaching Reading**.

V. Statement of Work

Carnegie Learning will provide high-touch technical assistance, including **On-Site Kick-offs, Virtual Consultations, and Off-site Development**. Our goal is to ensure that San Antonio ISD possesses a sustainable "system of systems"—where curriculum, coaching, and professional learning are inextricably linked to the district’s vision for equitable, high-quality literacy instruction.

The Carnegie Commitment: Our partnership is designed to act as a strategic catalyst for your existing initiatives. We ensure that LASO 4 support is never a siloed task, but rather a purposeful alignment that optimizes the **LIFT** implementation and instructional frameworks already driving San Antonio ISD toward excellence.

LIFT Scope of Work

Through the LIFT grant, Carnegie Learning will support San Antonio ISD in planning and strengthening instructional leadership and systems. Support is intentionally designed to be product-specific and phase-responsive, recognizing that districts may be at different readiness stages with each instructional material.

Project Phases & Activities

Phase	Focus Area	SAISD Integration Point
Phase 1: Alignment	Beginning the Work	Audit current LIFT progress and Always Learning strategic plan to ensure 100% synergy.
Phase 2: Visioning	Collective Learning	Deep dive into RBIS through the lens of SAISD’s High-Leverage Teaching Practices.
Phase 3: Design	Framework Development	Refine the R-LA Framework.
Phase 4: Institutionalizing	Systems Transformation	Codifying HQIM into district-wide systems (PLCs, Appraisal, and Coaching) to ensure the LIFT work is permanent and self-sustaining.

Proposed Pricing

The pricing table below details the proposed costs for LIFT-aligned implementation support for the products and participating campuses included in this proposal. Pricing is based on the anticipated Year 1 scope of work and will be refined annually based on district needs, implementation progress, and approved grant funding.

Partnership Component	Description	Units
LIFT District Project Management	Coordination, planning, and monitoring of LIFT-aligned work to support timelines and district priorities. This includes in-person support days and weekly virtual support time.	12 months
LIFT District Leadership Walks	Learning walks with district and campus leaders to observe instruction and align expectations.	12 walks
LIFT Campus Project Management	Campus-level coordination and progress monitoring to support Bluebonnet Learning implementation.	10 campuses
LIFT Campus Implementation Support	Targeted support days providing professional learning and coaching aligned to campus needs. This includes 23 days per campus. Additional workshops as indicated by the Needs Assessment.	10 campuses
Total LIFT Partnership Price (70% of total LIFT award)		\$551,600.00

Support for PLC Campuses	Description	Units
LIFT Campus PLC Support	Facilitated PLC sessions focused on planning, student work analysis, and instructional decisions aligned to Bluebonnet. This includes 14 additional days of support per campus, and 16 workshops Additional workshops as indicated by the Needs Assessment.	5 campuses
Total Cost		\$212,625

Planning Partnership Component	Description	Units
LIFT District Project Management	Coordination, planning, and monitoring of LIFT-aligned work to support timelines and district priorities. This includes in-person support days and weekly virtual support time. Targeted support days providing professional learning to build leadership capacity centered on RBIS.	4 months
Total LIFT Partnership Price		\$37,000

Additional Support for Non-PLC Campuses	Description	Units
Onsite Coaching & Support	Add'l job-embedded support for 1 campus focused on planning, student work analysis, and instructional decisions aligned to Bluebonnet math.	15 days
Total Cost		\$23,265

SAISD and Carnegie Partnership Commitment Value Add	Description	Units
The Texas Institute: Leadership Attendee	Four days of institute programming with keynotes and breakout sessions, plus session materials, hotel accommodations, & mileage. <i>(included at no cost to SAISD and valued at \$10,000)</i>	1 Leadership Attendees
The Texas Institute: General Attendee	Four days of institute programming with keynotes and breakout sessions, plus session materials, hotel accommodations, & mileage. <i>(included at no cost to SAISD and valued at \$40,000)</i>	5 Regular Attendees
No cost to San Antonio ISD		\$0



Add-On Services

The Texas Institute by Carnegie Learning - Included for 12 participants at no cost

This event isn't like any other education conference you've attended. Attendees will leave refreshed, excited, energized, and equipped to make a difference. Over the course of the 4-day institute, we bring together the most innovative and passionate educators and leaders to share insights and strategies toward a common goal: helping every student reach their full potential. LONG + LIVE + LEARNING is about transformation and educators like you who are making it happen every day.

You can expect to enjoy a series of engaging keynotes, unique participant-driven sessions, and a wide variety of breakout workshops tailored to all grade bands (K–12) and content areas. In addition, specific Carnegie Learning tracks are offered to attendees at all levels who will implement our instructional resources in the fall. Included with general attendee registration are 4 days of engaging institute content, session materials, handouts, swag, and a travel concierge service for seamless travel bookings.



"Carnegie Learning has been instrumental in bringing our vision for mathematics instruction at East Central USD to life. Their dedicated coaching, strategic planning, and leadership support empower us to identify and address our blind spots while designing effective systems centered around student achievement data. This collaboration has significantly enhanced teacher content knowledge, pedagogical practices, and student engagement. Our partnership with Carnegie Learning has been key to the successful implementation of the LASO 2.0 grant, with their guidance and consultations proving invaluable throughout the process."

Jennifer Kasper

*Director of Curriculum & Instruction
East Central ISD*

Carnegie Learning Partnership Team

Sharon Roth

Regional Vice President of Sales

sroth@carnegielearning.com

Stephanie Doran

Vice President of Customer Success

sdoran@carnegielearning.com

Debra Mayfield

Account Executive

dmayfield@carnegielearning.com

Peter Carellas

Regional Vice President of Professional Learning

pcarellas@carnegielearning.com

This agreement is subject to the terms and conditions outlined in Appendix A attached hereto.
This agreement becomes legally binding upon the last-dated signature below.

Carnegie Learning, Inc.

By:_____

Name (print):_____

Title:_____

Date:_____

San Antonio Independent School District

By:_____

Name (print):_____

Title:_____

Date:_____

APPENDIX A

TERMS AND CONDITIONS

I. Services. It is agreed that Carnegie Learning, Inc. (“Carnegie Learning”) will provide the consulting services (the “Services”) described in the accompanying proposal to which these Terms and Conditions are attached (the “Proposal”) to the District named in this Proposal (the “District”), as an independent contractor, provided that District pays, in a timely manner, all of the fees and expenses set forth in this Proposal. This Proposal shall not be modified except by a later written agreement signed by both parties. Nothing contained herein shall be construed to create an employment or principal-agent relationship, or a partnership or joint venture, between Carnegie Learning and District, and neither party shall have the right, power, or authority to obligate or bind the other in any manner whatsoever.

II. Warranty, Liability and Indemnification.

A. Professionalism. Carnegie Learning represents and warrants that it will exercise due professional care and competence in the performance of the Services. District must provide Carnegie Learning with written notice of any deficiencies in any of the Services within sixty (60) days of performance of such Services. For any breach of the above warranty so notified to Carnegie Learning, the District’s exclusive remedy, and Carnegie Learning’s entire liability, shall be the re-performance of such Services. If Carnegie Learning does not reperform the Services as warranted, District shall be entitled to recover the fees paid to Carnegie Learning for such deficient Services.

B. Carnegie Learning Warranties. Carnegie Learning further represents and warrants to District that: (a) Carnegie Learning has the proper skill, training, and background so as to be able to perform the Services in a competent and professional manner and that all work will be performed in accordance with applicable standards; (b) District shall receive free, good and clear title to all Deliverables which may be developed by Carnegie Learning under this Proposal or which is provided or delivered to District by Carnegie Learning pursuant to this Proposal, which title shall be free and clear of any and all liens, encumbrances, claims or litigation, whether pending or threatened; (d) no Deliverable or other materials delivered by Carnegie Learning to District hereunder shall infringe on or violate (i) any copyright, trademark, or patent right, (ii) any other proprietary or other right of any third party, including but not limited to any third party right to privacy, or (iii) any applicable law or regulation; and (e) no Deliverable or other materials delivered by Carnegie Learning to District hereunder shall contain any scandalous, libelous or unlawful matter or material.

C. Mutual Representations and Warranties. Each party represents and warrants to the other party that: (a) such party has the full corporate right, power and authority to enter into this Proposal, and to perform the acts required of it hereunder; (b) the execution of this Proposal by such party, and the performance by such party of its obligations and duties hereunder, do not and will not violate any agreement to which such party is a party or by which it is otherwise bound; (c) when executed and delivered by such party, this Proposal will constitute a legal, valid and binding obligation of such party, enforceable against such party in accordance with its terms; and (d) each party acknowledges that the other party makes no representations, warranties or agreements related to the subject matter hereof which are not expressly provided for in this Proposal.

D. Aggregate Liability. To the fullest extent permitted by applicable law, the total aggregate liability of Carnegie Learning, regardless of whether such liability is based on breach of contract, tort, strict liability, breach of warranties, failure of essential purpose or otherwise, under this Proposal or with respect to the Services shall be limited to the fees paid to and retained by Carnegie Learning under this Proposal.

E. Special Damages. In no event will Carnegie Learning or District be liable for consequential, incidental, indirect, punitive or special damages (including loss of profits, data, business or goodwill), regardless of whether such liability is based on breach of contract, tort, strict liability, breach of warranties, failure of essential purpose or otherwise, and even if advised of the likelihood of such damages.

F. DISCLAIMER OF WARRANTIES. EXCEPT AS OTHERWISE STATED IN THIS SECTION II, CARNEGIE LEARNING MAKES NO WARRANTIES OF ANY KIND OR NATURE, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR USE, OR WARRANTIES OF ANY PRODUCTS OR SERVICES, OR THE APPROPRIATENESS OF DISTRICT SPECIFICATIONS.

G. Insurance. Carnegie Learning shall maintain in full force and effect during the term of this Proposal insurance coverage in amounts sufficient to satisfy its obligations under this Proposal.

III. Deliverables.

A. Rights to Deliverables. Upon full payment, Carnegie hereby assigns to District any and all rights, title, and interest, including, without limitation, copyrights, trade secrets and proprietary rights, to the materials created by Carnegie Learning specifically for District hereunder and required to be delivered to District by virtue of their description or specification as a deliverable in the Proposal (the “Deliverables”). The Deliverables exclude all third-party works and products, whether or not included or embedded in the Deliverables. The Deliverables shall be deemed to be “works made for hire” under the federal copyright laws. Carnegie Learning agrees to give District reasonable assistance, at District’s expense, to perfect such assignment of such rights, title, and interest. However, the Deliverables may include data, modules, components, designs, utilities, subsets, objects, program listings, tools, models, programs, systems, analysis frameworks, and specifications (collectively, “Technical Elements”) owned or developed by Carnegie Learning prior to, or independently from, its engagement hereunder (“Technical Elements”) and Carnegie Learning retains all rights thereto (and to any modifications or enhancements to Technical Elements developed in the course of performing the Services). Accordingly, to the extent that any such Technical Elements are integrated into any Deliverables, Carnegie Learning hereby grants to District a perpetual, worldwide, non-exclusive, paid-up, limited license to use, copy, and modify such Technical Elements as integrated into such Deliverables for internal purposes only. Notwithstanding anything to the contrary contained herein, Carnegie Learning retains all rights to its knowledge, experience and know-how (including processes, ideas, concepts and techniques) acquired in the course of performing the Services, and District hereby grants to Carnegie Learning a perpetual, worldwide, paid-up license to use, copy, modify and sublicense any Technical Elements acquired or developed hereunder in the course of Carnegie Learning’s business.

B. Acceptance. If District reasonably determines that a Deliverable fails in any material respect to meet the specifications and/or other acceptance criteria mutually agreed upon by the parties, District shall (i) promptly notify Carnegie Learning in writing of such failure, and (ii) specify in reasonable detail the nature and extent of such failure. Upon receipt of such notice, Carnegie Learning shall, solely through the performance of additional Services, make such adjustments, modifications, or revisions as are necessary to cause such Deliverable to so meet such specifications and/or other acceptance criteria. At such time as such a Deliverable so meets such specifications and/or other acceptance criteria, District shall issue a writing indicating its acceptance of such Deliverable. In any case, each such Deliverable shall be deemed accepted unless rejected in writing within ten (10) business days of the delivery by Carnegie Learning of such Deliverable. Notwithstanding the rejection of any Deliverable by District, operational use of such Deliverable shall be deemed to constitute acceptance thereof.

C. Confidentiality. Neither party shall disclose Confidential Information (as defined below) of the other party. The receiving party shall use the same degree of care as it uses to protect the confidentiality of its own confidential information of like nature, but no less than a reasonable degree of care, to maintain in confidence the Confidential Information of the disclosing party. The foregoing obligations shall not apply to any information that (i) is required to be disclosed by law, subpoena or other process or (ii) is disclosed in connection with any dispute, claim, or action between the parties. Confidential Information means information related to the subject matter of the Proposal and any of the projects thereunder (including any third party information), and the business of the disclosing party, which (a) derives economic value, actual or potential, from not being generally known to or readily ascertainable by other persons who can obtain economic value from the disclosure or use of the information, (b) is the subject of efforts by the disclosing party or owner of the third party Confidential Information that are reasonable under the circumstances to maintain the secrecy of the information, and (c) is identified by either party as “Confidential” and/or “Proprietary”, or which, under all of the circumstances, ought reasonably to be treated as confidential and/or proprietary, including this Proposal. Confidential Information shall not include any information that (i) is at the time of disclosure, or thereafter becomes, through a source other than the receiving party, publicly known, (ii) is subsequently learned from a third party that does not impose an obligation of confidentiality on the receiving party, (iii) was known to the receiving party at the time of disclosure, or (iv) is developed independently by the receiving party. The obligations of confidentiality hereunder shall continue for a period of three (3) years from the date of the last disclosure of Confidential Information hereunder.

IV. Term and Termination. This Proposal will terminate when the Services have been performed. Either party may terminate this Proposal in the event of a material breach of this Proposal by the other party (which shall include any failure by District to make timely payment of any fees or reimbursement of expenses due under this Proposal), which breach is not cured within thirty (30) days after written notice by the non-breaching party. District shall pay Carnegie Learning for all fees and expenses incurred through the effective date of termination, provided that such payment shall not affect any other rights and remedies Carnegie Learning may have under this Proposal. The provisions of this Proposal that give the parties rights beyond termination of this Proposal will survive any termination of this Proposal.

V. Taxes and Payment.

A. Taxes. Carnegie Learning shall be responsible for determining the applicability of any sales, use, excise, or similar transactional taxes that may be applicable to the performance of the Services, if any, and shall include such on Carnegie Learning's invoice for the corresponding Services. District shall pay applicable taxes on the invoice or, in lieu of the payment of any such taxes, District may provide Carnegie Learning with a certificate acceptable to the taxing authorities exempting District from payment of such taxes. Carnegie Learning shall pay all taxes collected from the District to the appropriate taxing authority.

B. Payment. The fees and/or expenses invoiced hereunder, except for any amounts disputed by District, and unless otherwise specified in the Proposal, shall be payable by District within thirty (30) days of District's receipt of each invoice.

VI. Severability. If any portion of this Proposal is held to be void, invalid, or otherwise unenforceable, in whole or in part, the remaining portions of this Proposal shall remain in effect.

VII. Governing Law; Entirety. This Proposal shall be governed by and construed in accordance with the laws of the State of Texas, except for its conflict of laws principles. This Proposal and Terms and Conditions constitute the entire agreement between the parties with respect to the subject matter hereof, and there are no oral understandings or agreements other than as set forth herein. No waiver, modification, of additions to this Proposal or its provisions shall be valid unless in writing signed by the parties hereto as described as set forth in Section II.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval to Purchase Contracted Services with Papaya Tutoring Services, Inc. for Literacy and Math Support

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Dr. Shawn Bird

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the purchase of contracted services with Papaya Tutoring Services, Inc. for literacy and math support. These online tutoring services will meet students' needs in the areas of reading and math so as to close student achievement gaps and improve campus ratings. Papaya will support four high priority campuses including Longfellow MS, Davis MS, Herff ES, and Rogers College Prep.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the purchase of contracted services from Papaya Tutoring Services, Inc. for four high priority campuses.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

This purchase will be funded with Title I ESSA Grant funds and with State Compensatory Education funds for a total purchase cost of approximately \$357,266.

Budget code 211-11-6299-00-802-24-000 (2027) - \$250,000

164-11-6299-00-xxx-24-947 (2027) - \$107,266

The ESC-20 Purchasing Cooperative, contract #24030 (expires 10/31/2028) will be utilized as the procurement method.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education

setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

PREPARED FOR

San Antonio Independent School District
Attn: Dr. Shawn Bird

QUOTE DATE

July 14, 2026

QUOTE NO.

PAP-SAISD-2627-R2

VALID THROUGH

August 14, 2026

BID INFORMATION

Purchasing Cooperative	Region 20 Purchasing Cooperative — Education Service Center, Region 20 (ESC-20) 1314 Hines Avenue, San Antonio, TX 78208
Contract / Sealed Proposal No.	#24030
Contract Title	Instructional Supplies and Services
Awarded Vendor	Papaya Tutoring Services
Pricing Terms	Price — F.O.B. Destination

ESC-20 Contract #24030 supersedes all other Terms and Conditions. Purchase orders may reference Quote No. PAP-SAISD-2627-R2 and ESC-20 Contract #24030.

Scope of Services & Investment

4 campuses · 1,687 eligible testers · High-dosage tutoring, 2026–27 school year

#	CAMPUS	GRAD ES	STUDEN TS	HOURS	D2A CURREN T	NO INT 2027	D2A 2027	INVESTMENT
01	Longfellow MS	6–8	337	4,549	58 / F	56 / F	75 / C	\$159,215
02	Davis MS	6–8	251	3,356	59 / F	51 / F	75 / C	\$117,460
03	Herff ES	3–5	117	1,944	65 / D	53 / F	75 / C	\$68,040
04	Rogers College Prep	6–8	170	2,139	49 / F	55 / F	75 / C	\$74,865
SUBTOTAL								\$419,580
<i>Outcome-based credit (2025–26 contract)</i>								– \$62,314
TOTAL			875	11,988 hrs	57 / F	54 / F	75 / C	\$357,266

D2A = TEA Domain 2A score / grade. “No Int 2027” = projected 2027 without intervention; “D2A 2027” = projected with Papaya.

Terms & Notes

- This quote is issued pursuant to Region 20 Purchasing Cooperative Sealed Proposal / Contract #24030 (Instructional Supplies and Services), under which Papaya Tutoring Services is an awarded vendor. ESC-20 Contract #24030 supersedes all other Terms and Conditions. Purchase orders may reference Quote No. PAP-SAISD-2627-R2 and ESC-20 Contract #24030.
- Investment covers high-dosage tutoring services for the full 2026–27 school year at the four campuses listed above. The outcome-based credit corresponds to outcomes achieved under the 2025–26 contract and is applied against the 2026–27 subtotal; the total reflects the credited amount.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of iReady K-5 Math Online Curriculum and K-12 Intervention Program for Math and Reading

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Dr. Shawn Bird

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the iReady online curriculum and intervention program, which helps K-12 students achieve proficiency in math and reading. The program uses adaptive assessments to evaluate individual student skills and deliver personalized instruction tailored to their specific needs. Teachers can then analyze iReady data to develop targeted learning plans that effectively close achievement gaps.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the purchase of iReady Online Curriculum and Intervention Software.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

To be funded through the local budget 199-11-6399-38-999-11-0-00 with an estimated single year cost of approximately \$1,155,572.76.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

Curriculum Associates®

Prepared For:

Shawn Bird
San Antonio ISD
514 W Quincy St,
San Antonio, TX 78212

Buy Board No. 748-24

6/8/2026

Dear Shawn Bird,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 449455.11 Quote Valid through: 12/31/2026

Product	List Price	Net Price
i-Ready	\$1,126,611.50	\$965,521.26
Toolbox	\$223,590.00	\$190,051.50
Professional Learning	\$500.00	\$0.00
i-Ready Partners Services	\$90,000.00	\$0.00
List Total:		\$1,440,701.50
Savings:		\$285,128.74
Shipping/Tax/Other:		\$0.00
Total:		\$1,155,572.76

Thank you again for your interest in Curriculum Associates.

Sincerely

Shawn Popovich
(512) 422-4491
spopovich@cainc.com

i-Ready Partners Services Includes:

- Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment
- Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources
- Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 449455.11

Date: 6/8/2026

Quote Valid through: 12/31/2026

Prepared For:

Shawn Bird
San Antonio ISD
514 W Quincy St,
San Antonio, TX 78212
sbird1@saisd.net
2105542200

Your Representative:

Shawn Popovich
(512) 422-4491
spopovich@cainc.com

Buy Board No. 748-24

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment Math Per Student License Grades 9-12 1 Year	14928.0	2584	\$8.25	\$0.00	\$0.00
i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year	13087.0	2817	\$35.75	\$30.39	\$85,608.63
i-Ready Assessment and Personalized Instruction Math and Reading Site License 200 or fewer Students 1 Year	15001.0	1	\$8,680.00	\$7,812.00	\$7,812.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	15002.0	7	\$14,530.00	\$13,077.00	\$91,539.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	15003.0	15	\$20,660.00	\$18,594.00	\$278,910.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	15004.0	19	\$24,330.00	\$21,897.00	\$416,043.00
i-Ready Assessment Reading Per Student License Grades 9-12 1 Year	14936.0	2584	\$8.25	\$0.00	\$0.00
i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year	13089.0	2817	\$35.75	\$30.39	\$85,608.63
i-Ready Subtotal:					\$965,521.26

Toolbox

Product Name	Item #	Qty	List Price	Net Price	Total
Teacher Toolbox Access Math and Reading + Writing Per Site 200 or fewer students 1 Year	28423.0	1	\$2,620.00	\$2,227.00	\$2,227.00
Teacher Toolbox Access Math and Reading + Writing Per Site 201-350 students 1 Year	28424.0	2	\$4,800.00	\$4,080.00	\$8,160.00
Teacher Toolbox Access Math and Reading + Writing Per Site 351-500 students 1 Year	28425.0	2	\$7,200.00	\$6,120.00	\$12,240.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students 1 Year	28426.0	4	\$8,280.00	\$7,038.00	\$28,152.00
Teacher Toolbox Access Reading + Writing Per Site 200 or fewer students 1 Year	28345.0	1	\$1,310.00	\$1,113.50	\$1,113.50
Teacher Toolbox Access Reading + Writing Per Site 201-350 students 1 Year	28346.0	6	\$2,400.00	\$2,040.00	\$12,240.00
Teacher Toolbox Access Reading + Writing Per Site 351-500 students 1 Year	28347.0	17	\$3,600.00	\$3,060.00	\$52,020.00
Teacher Toolbox Access Reading + Writing Per Site 501-800 students 1 Year	28348.0	21	\$4,140.00	\$3,519.00	\$73,899.00
Toolbox Subtotal:					\$190,051.50

Professional Learning

Product Name	Item #	Qty	List Price	Net Price	Total
--------------	--------	-----	------------	-----------	-------

Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	40124.0	67	\$0.00	\$0.00	\$0.00
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Subtotal:					\$0.00

i-Ready Partners Services

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	27939.0	45	\$2,000.00	\$0.00	\$0.00
i-Ready Partners Services Subtotal:					\$0.00

Total

List Total:	\$1,440,701.50
Savings:	\$285,128.74
Merchandise Total:	\$1,155,572.76
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$1,155,572.76

Special Notes

15% discount applied to i-Ready per student licenses based on scope of quote.
10% discount applied to i-Ready site licenses based on scope of quote.
15% Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.
All i-Ready purchases require professional learning.
BuyBoard no. 748-24

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y68

Submitting Your Order

Placing an order is easy! Simply refer to the guide below when preparing your Purchase Order.

Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com

Need Help Placing an Order? Contact: orders@cainc.com or 1 (800) 225-0248

1. Purchase Order Number and Date

2. Bill-To or Invoice-To Name and Address

3. Ship-To Name and Address

4. Items and Quantities

Does your quote include a “for budgeting” note? Ensure all items and quantities are final.

5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total

A current tax-exempt certificate must be on file to honor exemption status.

1 Purchase Order

Pleasant Meadows

Regional School District

Purchase Order: 312773

Date: 7/1/2025

2

Bill To:

Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

3

Ship To:

Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

4

Product	Quantity	Unit Price	Extended Amount
23456.0 Reading Student Book G2	75	\$15.00	\$1,125.00
23456.9 Reading Teacher Book G2	3	\$30.00	\$90.00
23457.0 Math Student Book G2	75	\$15.00	\$1,125.00
23457.9 Math Teacher Book G2	3	\$30.00	\$90.00
12345.0 Digital School License	1	\$7,000.00	\$7,000.00

5

Subtotal	\$9,430.00
Freight	\$267.30
Tax	\$0.00
Total	\$9,697.30

6

Notes:

Reference Quote # 12456.1

Pack materials by school site. Deliver between 7/14/25–7/25/25.

8

Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

7

9

Sarah Johnson
Purchasing Manager

6. Quote Number

Quote total and Purchase Order total must match.

7. Delivery Window

Must be at least seven to 10 days

8. Delivery Instructions

For example, please indicate weekdays and times the location is open for deliveries.

9. Signature of Authorized Official

If required by your administration

Note: We are unable to accept requisitions or signed quotes.

White-Glove Delivery:

Available upon request for \$500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

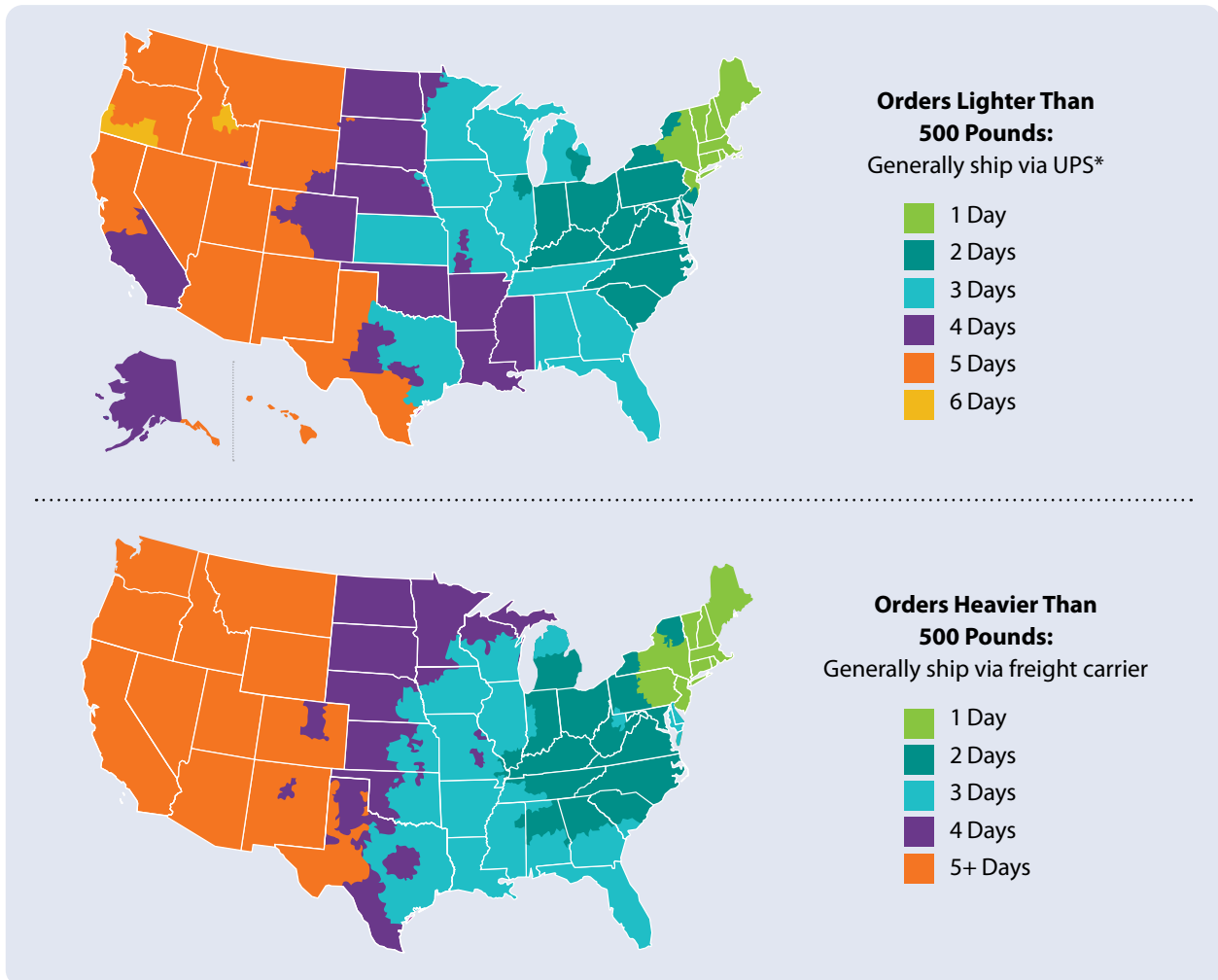
Please Consider Processing and Transit Times as You Are Preparing to Place Your Order

Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.

Estimated Transit Times

Please factor in the following lead times when arranging for delivery of our printed materials.

Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.



*The threshold for UPS orders may be raised during peak season (i.e., June–September).
Please note that UPS deliveries may arrive over several days.

Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order.
Notify others, such as front office or custodial staff, about the delivery.

Need Help Placing an Order?

Contact: orders@cainc.com or 1 (800) 225-0248

Curriculum Associates®

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account
Management**



**Professional
Development**



**Educational
Consultants**



**Achievement
Analytics**



**Technical
Support**

Your *i-Ready* *Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Submit PO by Mail:

ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Submit Order by Check:

Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	8% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs**.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$500/shipment location
- Freight Storage \$1000/shipment location
- Freight Carrier Redelivery \$350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at <https://www.curriculumassociates.com/privacy>. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at [curriculumassociates.com/support/privacy-and-policies](https://www.curriculumassociates.com/support/privacy-and-policies). To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Amendment to Exhibit A-1: Young Men's Leadership Academy HS School Performance Contract

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Dr. Melissa Alcala, Assistant Superintendent

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the amendment to Exhibit A-1 of the YMLA HS contract with Texas A&M San Antonio Institute for School and Community Partnerships to include a minimum letter grade of C for the 2026-2027 school year at Young Men's Leadership Academy High School. In addition, a menu of services is being provided by the district along with the fees. This recommendation comes per feedback from the Texas Education Agency to promote clarity of expectations.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the specification of at least a letter grade of C for the 2026-2027 school year.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

196-11-6399-00-177-11: approximately \$226,000 in SB1882 dollars

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

AMENDMENT TO Exhibit A-1
YMLA LEAD HS School Performance Contract

This performance contract is subject to Texas Education Code Chapter 39 (regarding state accountability), 19 TAC §1075 (regarding partnership performance contracts), SAISD Board Policy EL(LOCAL), and the Partnership Agreement.

I. Academic Excellence. Objective: Academic performance will meet or exceed local and state standards.

Performance Measure 1 (Campus Overall Rating) is the most important metric in the Academic Excellence section for assessing the school's academic success. The other performance metrics in this section serve as guideposts to enable the school to achieve its overall rating.

A school will be considered having met the Academic Excellence measure if they meet the overall rating in Performance Measure 1.

I. Performance Measure: Campus Overall Rating

GOAL	2026-2027	2027-2028	2028-2029
Overall Rating	C	B	B

The YMLA LEAD outcome targets emphasize the strength of the college preparation pipeline, leadership development, and student engagement. While the school will monitor all state accountability indicators, these measures more directly reflect the long-term outcomes the academy model is designed to achieve.

Performance Measure	Metric	26-27	27-28	28-29
Leadership Development	% of students participating in leadership roles or programs	Baseline year		
Civic Engagement	% of students completing annual community service	Baseline year		
Senior Capstone Completion	% of graduating seniors completing capstone project	Baseline year		
Pipeline Retention	% of students continuing from YMLA middle school to high school	Baseline year		

II. Organizational Strength

Objective	Metric
School leadership will further the school mission, program, and goals and will act strategically to ensure adequacy, alignment, and coherence of actions.	Fulfill the education plan and programs outlined in the campus charter, in accordance with Tex. Educ. Code Sec. 12.059(1). <u>Note</u>: See charter application for in-district charter school model goals. Teacher satisfaction rate that meets or exceeds the district average on the district-wide teacher survey.
Provide quality educational programs that enable all students to achieve academically and socially.	Average daily student attendance rate of at least the district average Attrition rate of less than the district average
Meaningfully engage families to establish and maintain positive relationships between school and home.	Parents will show a high degree of confidence in the school model, as measured by a parent satisfaction rate that meets or exceeds the district average on the district-wide parent survey.

III. Financial Health

Objective	Metric
ISCP and the School will be well-run, financially healthy organizations capable of achieving long-term success.	ISCP will operate the School's core educational programs sustainably on dependable public funds and will maintain a balanced budget and stable cash flow. As required by 19 TAC 97.1075(d)(3), ISCP will annually receive an independent, unqualified audit opinion.

Texas A&M San Antonio for School and Community Partnerships (ISCP)

177- Young Men's Leadership Academy	Fiscal Year	2026-2027
	Projected Enrollment	201
	Projected Attendance Rate	94%
	Projected ADA for Funding	\$ 189.16
	Projected 2026-27 Campus Budget	\$ 3,606,896.95

Campus Revenue Sources	
Local Revenue Sources	
Estimated Foundation School Program Revenues	\$ 2,025,288.23
Estimated SB1882 Revenue	\$ 293,544.98
Estimated District Contribution (Campus Subsidy)	\$ 1,113,005.74
SUB-TOTAL OF LOCAL REVENUE SOURCES	\$ 3,431,838.95
Federal Revenue Sources	
Child Nutrition Fund	\$ 134,161.00
Title I Fund	\$ 40,897.00
SUB-TOTAL OF FEDERAL REVENUE SOURCES	\$ 175,058.00
TOTAL CAMPUS REVENUE SOURCES	
	\$ 3,606,896.95

Campus Budgeted Expenditures			
Fund Category	Obj	Object Name	Total
Local Funds	6112	Salaries/Wages for Sub Teacher	21,320.00
	6118	Extra Duty-Teachers & Other Prof	16,883.00
	6119	Salaries-Teacher & Other Prof	1,616,715.00
	6122	Substitute Support Personnel	893.00
	6124	Part-time/E-Duty Paraprof	3,700.00
	6129	Salaries-Support Pers	254,801.00
	6139	Employee Allowance	5,240.00
	6141	Social Security/Medicare	145,877.00
	6142	Health/Dental/Life Ins	217,186.00
	6143	Workers Compensation	10,514.00
	6145	Unemployment Compensation	1,500.00
	6146	Teacher Retirement/TRS Care	56,023.00
	6223	Student Tuition Non-Pub	30,000.00
	6249	Contracted Maint & Repair Svs	2,940.00
	6255	Water/Garbage Disposal	19,407.00
	6257	Electricity	285,901.00
	6258	Natural Gas	2,320.00
	6299	Misc Contracted Services	119,609.00
	6315	Custodial Supplies	9,269.00
	6325	Magazines & Periodicals	1,000.00
	6399	Supplies & Materials	31,374.00
	6412	Travel/Subsistence-Students	4,290.00
	6429	Insurance & Bonding Costs	40,514.00
	6494	Student Field Trip/Travel/Transp	532,993.95
	6495	Dues	300.00
	6499	Miscellaneous Operating Costs	1,269.00
Local Funds Total			3,431,838.95
Other Funds	6129	Salaries-Support Pers	112,097.00
	6141	Social Security/Medicare	8,575.00
	6142	Health/Dental/Life Ins	36,752.00
	6143	Workers Compensation	1,944.00
	6145	Unemployment Compensation	238.00
	6146	Teacher Retirement/TRS Care	2,831.00
	6239	Education Service Center Servs	281.00
	6299	Misc Contracted Services	781.00
	6339	Other Testing Materials	4,629.00
	6399	Supplies & Materials	6,460.00
	6499	Miscellaneous Operating Costs	470.00
Other Funds Total			175,058.00
Grand Total			3,606,896.95

Texas A&M San Antonio (ISCP)
Young Men's Leadership Academy (Fiscal Year 2026-2027)
3,606,896.95

Account Number	Account Name	Budget
196-41-6299-00-177-99-0-00	MANDATORY ORGANIZATIONAL SERVICES	81,029.59
196-13-6299-00-177-99-0-00	MANDATORY ACADEMIC & STUDENT SUPORT SERVICES	35,492.29
196-51-6299-00-177-99-0-00	MANDATORY OPERATIONAL SERVICES	325,247.44
196-41-6299-01-177-99-0-00	DISTRICT ADMINISTRATIVE COSTS	12,484.63
162-34-6494-00-177-23-0-00	SPECIAL SCHOOL ROUTES	50,863.00
162-34-6494-00-177-99-0-00	LOCAL SCHOOL ROUTES	25,412.00
164-11-6119-00-177-11-8-05	SALARIES - TEACHER & OTHER PROFESSIONAL	33,428.00
164-11-6141-00-177-11-8-05	SOCIAL SECURITY/MEDICARE	2,558.00
164-11-6142-00-177-11-8-05	HEALTH/DENTAL/LIFE INS.	7,688.00
164-11-6143-00-177-11-8-05	WORKERS COMPENSATION	95.00
164-11-6145-00-177-11-8-05	UNEMPLOYMENT BENEFITS	50.00
164-11-6146-00-177-11-8-05	TEACHER RETIREMENT/TRS CARE	876.00
168-11-6112-00-177-23-0-00	SUBS TEACH & OTHER PROF	4,920.00
168-11-6119-00-177-23-0-00	TEACHER, SP ED-GEC	204,612.00
168-11-6119-90-177-23-0-00	EMPLOYEE STIPENDS	10,600.00
168-11-6141-00-177-23-0-00	SOCIAL SEC / MEDICARE	16,036.00
168-11-6141-90-177-23-0-00	SOCIAL SECURITY	813.00
168-11-6142-00-177-23-0-00	HEALTH/DENTAL/LIFE INS.	38,440.00
168-11-6143-00-177-23-0-00	WORKERS COMPENSATION	740.00
168-11-6143-90-177-23-0-00	WORKERS COMPENSATION	81.00
168-11-6145-00-177-23-0-00	UNEMPLOYMENT COMPENSATION	250.00
168-11-6146-00-177-23-0-00	TEACHER RETIREMENT	8,909.00
168-11-6146-90-177-23-0-00	TRS	81.00
168-31-6119-00-177-23-0-00	SALARIES - TEACHER & OTHER PROFESSIONAL	27,207.00
168-31-6141-00-177-23-0-00	SOCIAL SECURITY/MEDICARE	2,082.00
168-31-6143-00-177-23-0-00	WORKERS COMPENSATION	77.00
168-31-6145-00-177-23-0-00	UNEMPLOYMENT BENEFITS	50.00
168-31-6146-00-177-23-0-00	TEACHER RETIREMENT/TRS CARE	868.00
196-11-6299-83-177-11-0-00	CHARTER- MANAGEMENT FEES	102,230.00
196-13-6119-00-177-99-0-00	SALARIES - TEACHER & OTHER PROFESSIONAL	92,120.00
196-13-6141-00-177-99-0-00	SOCIAL SECURITY/MEDICARE	7,047.00
196-13-6142-00-177-99-0-00	HEALTH/DENTAL/LIFE INS.	7,688.00
196-13-6143-00-177-99-0-00	WORKERS COMPENSATION	262.00
196-13-6145-00-177-99-0-00	UNEMPLOYMENT BENEFITS	50.00
196-13-6146-00-177-99-0-00	TEACHER RETIREMENT/TRS CARE	3,297.00
198-11-6119-90-177-11-T-IA	TEA TIA STIPEND	22,770.00
198-11-6141-90-177-11-T-IA	SOCIAL SECURITY	1,742.00
198-11-6143-90-177-11-T-IA	WORKERS COMP	228.00
198-11-6146-90-177-11-T-IA	TRS	171.00
198-11-6223-MC-177-38-8-78	MCMURRY DUAL CREDIT FEES - YMLA	30,000.00
198-11-6399-10-177-11-0-06	ART SUPPLIES	1,650.00
198-11-6412-10-177-11-0-06	ART ENTRY FEES	200.00
198-36-6299-95-177-99-2-03	ENH - DRILL/BAND CONTR SVCS	4,000.00
198-36-6299-95-177-99-3-03	ENH - DRILL/BAND CONTR SVCS	8,000.00
198-36-6399-00-177-91-0-04	PRACTICE GEAR/ADDITIONAL EQUIPMENT	700.00
198-36-6399-05-177-99-0-06	BAND SUPPLIES	2,250.00
198-36-6412-05-177-99-0-06	BAND ENTRY FEES	4,000.00
199-11-6112-00-177-11-0-00	SUBS TEACH & OTHER PROF	16,400.00

108

Texas A&M San Antonio (ISCP)

Young Men's Leadership Academy (Fiscal Year 2026-2027)

3,606,896.95

Account Number	Account Name	Budget
199-11-6118-24-177-11-0-00	EXTRA DUTY - LOCAL SURPLUS	16,883.00
199-11-6119-00-177-11-0-00	BGT-TEACHER, REG	675,385.00
199-11-6119-90-177-11-0-00	EMPLOYEE STIPENDS	16,000.00
199-11-6119-90-177-38-0-00	SALARIES - TEACHER & OTHER PROFESSIONAL	1,750.00
199-11-6122-00-177-11-0-00	SUBSTITUTE SUPPORT PERSONNEL	298.00
199-11-6129-00-177-11-0-00	SALARIES - SUPPORT PERSONNEL	6,965.00
199-11-6139-48-177-11-0-00	EMPLOYEE ALLOWANCES	1,000.00
199-11-6141-00-177-11-0-00	SOCIAL SEC / MEDICARE	55,723.00
199-11-6141-48-177-11-0-00	SOCIAL SECURITY/MEDICARE	77.00
199-11-6141-90-177-11-0-00	SOCIAL SECURITY	1,224.00
199-11-6141-90-177-38-0-00	SOCIAL SECURITY/MEDICARE	134.00
199-11-6142-00-177-11-0-00	HEALTH/DENTAL/LIFE INS.	78,802.00
199-11-6143-00-177-11-0-00	WORKERS COMPENSATION	2,443.00
199-11-6143-48-177-11-0-00	WORKERS COMPENSATION	10.00
199-11-6143-90-177-11-0-00	WORKERS COMPENSATION	120.00
199-11-6143-90-177-38-0-00	WORKERS COMPENSATION	14.00
199-11-6145-00-177-11-0-00	UNEMPLOYMENT COMPENSATION	550.00
199-11-6146-00-177-11-0-00	TEACHER RETIREMENT	23,514.00
199-11-6146-48-177-11-0-00	TEACHER RETIREMENT/TRS CARE	8.00
199-11-6146-90-177-11-0-00	TRS	120.00
199-11-6146-90-177-38-0-00	TEACHER RETIREMENT/TRS CARE	14.00
199-11-6249-01-177-11-0-00	BAND REPAIR/MAINTENANCE	2,940.00
199-11-6299-00-177-11-0-00	CONTRACTED SERVICES	437.00
199-11-6299-95-177-38-8-78	SAN ANTONIO EDU PARTNERSHIP	4,942.00
199-11-6399-00-177-11-0-00	GENERAL SUPPLIES	6,690.00
199-11-6399-10-177-11-0-00	ART SUPPLIES	980.00
199-11-6412-00-177-11-0-00	STUDENT TRAVEL	90.00
199-11-6494-00-177-11-0-00	STUDENT FIELDTRIPS	335.00
199-11-6499-01-177-11-0-00	GRADUATION EXPENSES	324.00
199-11-6499-95-177-11-0-00	COM-REGISTRATION/ENROLLMENT	700.00
199-12-6325-00-177-99-0-00	MAGAZINES & PERIODICALS	1,000.00
199-12-6399-00-177-99-0-00	LIBRARY SUPPLIES	462.00
199-23-6119-00-177-99-0-00	ASSOC PRIN, MS	144,896.00
199-23-6122-00-177-99-0-00	SUBSTITUTE SUPPORT PERSONNEL	595.00
199-23-6124-01-177-99-0-00	PART-TIME CLERK- SUMMER	3,700.00
199-23-6129-00-177-99-0-00	CLERK, DATA ENTRY	39,612.00
199-23-6139-89-177-99-0-00	EMPLOYEE ALLOWANCES	840.00
199-23-6141-00-177-99-0-00	SOCIAL SECURITY/MEDICARE	14,165.00
199-23-6141-01-177-99-0-00	SOCIAL SECURITY / MEDICARE	284.00
199-23-6141-89-177-99-0-00	SOCIAL SECURITY/MEDICARE	65.00
199-23-6142-00-177-99-0-00	HEALTH/DENTAL/LIFE INS.	15,376.00
199-23-6143-00-177-99-0-00	WORKERS COMPENSATION	529.00
199-23-6143-01-177-99-0-00	WORKERS COMPENSATION	37.00
199-23-6143-89-177-99-0-00	WORKERS COMPENSATION	9.00
199-23-6145-00-177-99-0-00	UNEMPLOYMENT COMPENSATION	100.00
199-23-6146-00-177-99-0-00	TEACHER RETIREMENT	7,890.00
199-23-6146-89-177-99-0-00	TRS TEACHERS RETIREMENT / TRS CARE	7.00
199-23-6399-00-177-99-0-00	OFFICE SUPPLIES	849.00

109

Texas A&M San Antonio (ISCP)

Young Men's Leadership Academy (Fiscal Year 2026-2027)

3,606,896.95

Account Number	Account Name	Budget
199-31-6119-00-177-99-0-00	COUNSELOR	83,033.00
199-31-6141-00-177-99-0-00	SOCIAL SEC / MEDICARE	6,352.00
199-31-6142-00-177-99-0-00	HEALTH/DENTAL/LIFE INS.	7,688.00
199-31-6143-00-177-99-0-00	WORKERS COMPENSATION	236.00
199-31-6145-00-177-99-0-00	UNEMPLOYMENT COMPENSATION	50.00
199-31-6146-00-177-99-0-00	TEACHER RETIREMENT	2,933.00
199-33-6119-00-177-99-0-00	NURSE	65,989.00
199-33-6119-90-177-99-0-00	SALARIES - TEACHER & OTHER PROFESSIONAL	5,000.00
199-33-6139-48-177-99-0-00	EMP TRAVEL ALLOWANCES	1,000.00
199-33-6141-00-177-99-0-00	SOCIAL SEC / MEDICARE	5,048.00
199-33-6141-48-177-99-0-00	SOCIAL SECURITY	77.00
199-33-6141-90-177-99-0-00	SOCIAL SECURITY/MEDICARE	383.00
199-33-6142-00-177-99-0-00	HEALTH/DENTAL/LIFE INS.	7,688.00
199-33-6143-00-177-99-0-00	WORKERS COMPENSATION	187.00
199-33-6143-48-177-99-0-00	WORKERS COMPENSATION	10.00
199-33-6143-90-177-99-0-00	WORKERS COMPENSATION	38.00
199-33-6145-00-177-99-0-00	UNEMPLOYMENT COMPENSATION	50.00
199-33-6146-00-177-99-0-00	TEACHER RETIREMENT	1,456.00
199-33-6146-48-177-99-0-00	TRS	8.00
199-33-6146-90-177-99-0-00	TRS TEACHERS RETIREMENT / TRS CARE	38.00
199-33-6399-00-177-99-0-00	HEALTH CARE SUPPLIES	145.00
199-36-6119-00-177-91-0-00	SALARIES-TEACHERS & OTHER PROF	66,050.00
199-36-6119-90-177-91-0-00	EMPLOYEE STIPENDS	149,200.00
199-36-6119-90-177-99-0-00	EMPLOYEE STIPENDS	18,675.00
199-36-6139-48-177-91-0-00	EMP TRAVEL ALLOWANCES	2,400.00
199-36-6141-00-177-91-0-00	SOCIAL SECURITY/MEDICARE	5,053.00
199-36-6141-48-177-91-0-00	SOCIAL SECURITY	184.00
199-36-6141-90-177-91-0-00	SOCIAL SECURITY	11,426.00
199-36-6141-90-177-99-0-00	SOCIAL SECURITY	1,431.00
199-36-6142-00-177-91-0-00	HEALTH/DENTAL/LIFE INS.	7,688.00
199-36-6143-00-177-91-0-00	WORKERS COMPENSATION	188.00
199-36-6143-48-177-91-0-00	WORKERS COMPENSATION	24.00
199-36-6143-90-177-91-0-00	WORKERS COMPENSATION	1,130.00
199-36-6143-90-177-99-0-00	WORKERS COMPENSATION	141.00
199-36-6145-00-177-91-0-00	UNEMPLOYMENT BENEFITS	50.00
199-36-6146-00-177-91-0-00	TEACHER RETIREMENT/TRS CARE	2,351.00
199-36-6146-48-177-91-0-00	TRS	18.00
199-36-6146-90-177-91-0-00	TRS	1,130.00
199-36-6146-90-177-99-0-00	TRS	141.00
199-36-6399-01-177-91-0-HS	BOYS FOOTBALL SUPPLIES	3,404.00
199-36-6399-01-177-91-0-MS	BOYS FOOTBALL SUPPLIES	785.00
199-36-6399-02-177-91-0-HS	BOYS BASKETBALL SUPPLIES	1,445.00
199-36-6399-02-177-91-0-MS	BOYS BASKETBALL SUPPLIES	550.00
199-36-6399-03-177-91-0-HS	BOYS TRACK SUPPLIES	1,250.00
199-36-6399-03-177-91-0-MS	BOYS TRACK SUPPLIES	1,310.00
199-36-6399-05-177-99-0-00	BAND SUPPLIES	1,680.00
199-36-6399-08-177-91-0-00	BOYS SOCCER SUPPLIES	1,130.00
199-36-6399-08-177-91-0-MS	BOYS SOCCER SUPPLIES	650.00

110

Texas A&M San Antonio (ISCP)

Young Men's Leadership Academy (Fiscal Year 2026-2027)

3,606,896.95

Account Number	Account Name	Budget
199-36-6399-10-177-91-0-00	YMLA MEDICAL SUPPLIES	4,750.00
199-36-6399-33-177-91-0-HS	BOYS CROSS COUNTRY	694.00
199-36-6494-00-177-99-0-00	STUDENT TRAVEL COCURRIC	2,130.00
199-36-6495-01-177-99-0-00	FEES & DUES	300.00
199-36-6499-03-177-99-8-78	MS UIL ACADEMIC MEET	245.00
199-51-6129-00-177-99-0-00	CUST, HD- SM CAMPUS	181,434.00
199-51-6129-98-177-99-2-40	PORTER	26,790.00
199-51-6141-00-177-99-0-00	SOCIAL SEC / MEDICARE	11,924.00
199-51-6141-98-177-99-2-40	SOCIAL SEC / MEDICARE	2,049.00
199-51-6142-00-177-99-0-00	HEALTH/DENTAL/LIFE INS.	38,440.00
199-51-6142-98-177-99-2-40	HEALTH/DENTAL/LIFE INS.	7,688.00
199-51-6143-00-177-99-0-00	WORKERS COMPENSATION	3,411.00
199-51-6143-98-177-99-2-40	WORKERS COMPENSATION	504.00
199-51-6145-00-177-99-0-00	UNEMPLOYMENT COMPENSATION	250.00
199-51-6145-98-177-99-2-40	UNEMPLOYMENT COMPENSATION	50.00
199-51-6146-00-177-99-0-00	TEACHER RETIREMENT/TRS CARE	1,992.00
199-51-6146-98-177-99-2-40	TEACHER RETIREMENT/TRS CARE	201.00
199-51-6255-00-177-99-0-00	WATER/GARBAGE DISPOSAL	19,407.00
199-51-6257-00-177-99-0-00	ELECTRICITY	285,901.00
199-51-6258-00-177-99-0-00	NATURAL GAS	2,320.00
199-51-6315-CC-177-99-0-00	CUSTODIAL SUPPLIES	2,882.00
199-51-6315-CL-177-99-0-00	CUSTODIAL SUPPLIES	2,128.00
199-51-6315-JS-177-99-0-00	CUSTODIAL SUPPLIES	2,079.00
199-51-6315-PP-177-99-0-00	CUSTODIAL SUPPLIES	1,820.00
199-51-6315-SC-177-99-0-00	CUSTODIAL SUPPLIES	360.00
199-51-6429-95-177-99-7-35	COM- PROPERTY FIRE INSURANCE	40,514.00
211-11-6129-34-177-24-0-00	INSTRUCTIONAL ASSISTANT	18,509.00
211-11-6141-34-177-24-0-00	SOCIAL SECURITY/MEDICARE	1,416.00
211-11-6142-34-177-24-0-00	HEALTH/DENTAL/LIFE INS.	6,000.00
211-11-6143-34-177-24-0-00	WORKERS COMPENSATION	185.00
211-11-6145-34-177-24-0-00	UNEMPLOYMENT BENEFITS	38.00
211-11-6146-34-177-24-0-00	TEACHER RETIREMENT/TRS CARE	2,128.00
211-11-6239-38-177-24-8-75	REGION 20 TEKS BANK	281.00
211-11-6339-38-177-24-8-75	EDUPHORIA ASSESSMENT DATA BASE ACCESS / ITEM BANK	4,109.00
211-11-6399-38-177-24-8-75	SOFTWARE(DBQ, TIMELY, NOREDINK, SUMMITK12, ETC)	5,858.00
211-13-6299-00-177-24-8-75	PD SUMMIT K12	781.00
211-13-6399-38-177-24-8-75	LEAD4WARD FIELD GUIDES	133.00
211-31-6339-00-177-24-9-45	AP TESTING COLLGE BOARD	520.00
211-61-6399-01-177-24-0-00	PI - GENERAL SUPPLIES	469.00
211-61-6499-01-177-24-0-00	PI - MISCELLANEOUS OPERATING COSTS	470.00
240-35-6129-00-177-99-0-00	FS COOK 5.0HRS	93,588.00
240-35-6141-00-177-99-0-00	SOCIAL SEC / MEDICARE	7,159.00
240-35-6142-00-177-99-0-00	HEALTH/DENTAL/LIFE INS.	30,752.00
240-35-6143-00-177-99-0-00	WORKERS COMPENSATION	1,759.00
240-35-6145-00-177-99-0-00	UNEMPLOYMENT COMPENSATION	200.00
240-35-6146-00-177-99-0-00	TEACHER RETIREMENT	703.00

Menu of Services for SB 1882 Charter
Texas A&M San Antonio (ISCP)
Young Men's Leadership Academy (Fiscal Year 2026-2027)

Mandatory Service Category	Student Count	Cost Per Unit	Total Cost
Organizational Services			
Communications, Family & Community Engagement	201	\$ 24.76	\$ 4,976.76
Data Operations, Research, PEIMS, Access & Enrollment	201	\$ 45.22	\$ 9,089.22
Financial Services, Planning & Budget, Procurement Services, Medicaid	201	\$ 36.08	\$ 7,252.08
Human Capital Management, Benefits, Risk, & Safety	201	\$ 118.64	\$ 23,846.64
Legislative & External Affairs and Policies & Procedures	201	\$ 14.30	\$ 2,874.30
Academic Programs	201	\$ 5.88	\$ 1,181.88
Curriculum, Instruction, Assessment, Oversight, & Compliance	201	\$ 53.45	\$ 10,743.45
CCMR - College, CTE, Military Readiness	201	\$ 28.82	\$ 5,792.82
Disability & Learning Support Services - Self Contained	0	\$ 1,958.45	\$ -
Disability & Learning Support Services - Non-Self Contained	48	\$ 296.79	\$ 14,245.92
Dual Language, ESL & Migrant Students	22	\$ 46.66	\$ 1,026.52
SUB-TOTAL OF MANDATORY ORGANIZATIONAL SERVICES			\$ 81,029.59
Academic and Student Support Services			
Student Support & Health Services	201	\$ 54.53	\$ 10,960.53
School Leadership Supervision & Instructional Support	201	\$ 29.60	\$ 5,949.60
Academics, School Leadership & Partnership Services	201	\$ 60.39	\$ 12,138.39
Dyslexia Services	11	\$ 15.89	\$ 174.79
High School Student Support Services	90	\$ 16.77	\$ 1,509.30
Fine Arts	201	\$ 23.68	\$ 4,759.68
SUB-TOTAL OF MANDATORY ACADEMIC & STUDENT SUPORT SERVICES			\$ 35,492.29
Operational Services			
District Operations, Strategy, Educational Technology	201	\$ 90.04	\$ 18,098.04
Facilities & Grounds Maintenance Costs (Per Square Foot)	122,273	\$ 2.03	\$ 248,214.19
Information Technology Infrastructure and Network Services	201	\$ 173.98	\$ 34,969.98
Safety, Security and SAISD Police Department	201	\$ 119.23	\$ 23,965.23
Property & Casualty Insurance (Already Budgeted)	201	\$ -	\$ -
Utilities (Already Budgeted)	201	\$ -	\$ -
SUB-TOTAL OF MANDATORY OPERATIONAL SERVICES			\$ 325,247.44
TOTAL MANDATORY SERVICES			\$ 441,769.32



SAN ANTONIO INDEPENDENT SCHOOL DISTRICT • www.saisd.net

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

Menu of District Services

SAISD MENU OF SERVICES

SAISD Service	Per Unit Cost	Type and Unit Basis	Description
District Organizational Services – Mandatory			
Communications, Family & Community Engagement	\$ 24.76	Mandatory per pupil	Includes district-related communications e.g., newsletters, branding, campus messaging review, social media support, coverage of campus events, management of relationships with community groups, and businesses.
Data Operations, Research, PEIMS, Access & Enrollment	\$ 45.22	Mandatory per pupil	Includes all the district services in support of student enrollment. Includes professional development on testing, student information systems, Qualtrics, data dashboards, BI platform, crystal reports, etc. Oversees research requests, program evaluations, and survey development.
Financial Services, Planning & Budget, Procurement Services, Medicaid	\$ 36.08	Mandatory per pupil	Includes responsibility for district services and assistance in areas such as accounts payable, asset management, cash and treasury management, and procurement. Planning and Budget oversees the authorized staffing, ensures accurate coding according to TEA guidelines, and monitors budget and spending. Additionally, the department is responsible for collecting eligible reimbursement payments for the district from state Medicaid programs.
Human Capital Management, Benefits, Risk, & Safety	\$ 118.64	Mandatory per pupil	Includes the recruitment and hiring of staff, managing compensation, staff credentials, employee benefits and leave, and onboarding of new employees. Human Capital Management is also responsible for maintaining the district's inventory of positions, including all important details associated with issuing contracts, updating pay, leave, and oversight of substitutes where needed. The Total Rewards department also oversees employee benefits, leave management, worker's compensation, and risk management. It also includes some central costs such as insurance for auto, student, cyber, central property. This department also oversees Employee Relations and oversees discipline and grievances.
Legislative & External Affairs and Policies & Procedures	\$ 14.30	Mandatory per pupil	Includes partnerships with various governmental entities, businesses, and community groups. Provides information and analysis regarding legislative matters of importance to the school district. Maintains district policies and procedures to ensure alignment with up-to-date legal requirements.

SAISD Service	Per Unit Cost	Type and Unit Basis	Description
District Academic and Student Support Services – Mandatory			
Academic Programs	\$ 5.88	Mandatory per pupil	Includes implementation of district curriculum by providing strategic direction and leadership to academic departments district-wide to ensure quality teaching including the integration of best practices into curriculum development and professional learning.
Curriculum, Instruction, Assessment, Oversight, & Compliance	\$ 53.45	Mandatory per pupil	Includes oversight and compliance of the district's core curricula and adult education. Also included is the management and delivery of Gifted & Talented programming and the access to advancement programming e.g., post-secondary enrollment, Advanced Placement /IB, and AVID. This also includes management of school improvement, Federal Programs, and the application, management, and monitoring of the district's grants.
CCMR - College, CTE, Military Readiness	\$ 28.82	Mandatory per pupil (gr. 7-12)	Includes general district-wide programming related to college readiness and initiatives in support of post-secondary success. This division also includes support for programs including adult education, JROTC & LOTC, Career and Technical Education, P-Tech / ECHS Pathways in Technology, and Early College High school programs.
Disability & Learning Support Services - Self Contained	\$ 1958.45	Mandatory per SPED Self-Contained pupil	Includes Special Education curriculum implementation and training; Child Find; compliance monitoring and evaluation; extended school year; and IEP records. This also includes 504 plans; dyslexia services; transition services; and staff e.g.: therapists, psychologists, evaluators, behavior, mental health, and other specialists.
Disability & Learning Support Services - Non-Self Contained	\$ 296.79	Mandatory per SPED Non-Self-Contained pupil	
Dual Language, ESL & Migrant Students	\$ 46.66	Mandatory per EB pupil	Includes district-wide support by ensuring all emergent bilingual students are receiving appropriate placement and curriculum. Offers professional learning opportunities, develop curriculum and assessments to support instruction through the collaboration and guidance of nationally renowned experts.
Head Start Services	\$ 150.20	Mandatory per Head Start pupil	Includes full day early childhood programs for eligible children three and four years of age. Provides high quality preschool experiences that prepare the child for Kindergarten and future success.

SAISD Service	Per Unit Cost	Type and Unit Basis	Description
District Academic and Student Support Services - Mandatory			
Student Support & Health Services	\$ 54.53	Mandatory per pupil	Includes student health services including direct supervision of all campus nurses and health assistants, family and student support services, social work support. This also includes McKinney Vento support, oversight of health curriculum, and drug and violence prevention.
School Leadership Supervision & Instructional Support	\$ 29.60	Mandatory per pupil	Includes strategic direction and leadership to academic departments by ensuring fidelity of implementation of district curriculum and working towards meeting board goals and guardrails across the district.
Academics, School Leadership & Partnership Services	\$ 60.39	Mandatory per pupil	Includes oversight of high-quality partner organizations to operate schools with clear purposes, and these schools will meet rigorous performance goals measured through ongoing monitoring and support, with consistent cycles of solicitation, authorization, and renewal.
Dyslexia Services	\$ 15.89	Mandatory per pupil	Includes oversight and identification of eligible students with a need for dyslexia services in order to afford all students access to Free and Appropriate Public Education (FAPE). Provide coaching and support to campus teachers and staff for student identification and strategies.
Early Childhood Services	\$ 13.34	Mandatory per Pre-K pupil	Includes high-quality early learning that promotes kindergarten school readiness for SAISD children. Provides professional development, mentoring, coaching and model teaching to provide students with the skills necessary to create a strong foundation for future learning and success.
High School Student Support Services	\$ 16.77	Mandatory per pupil (gr. 9-12)	Includes school-age parenting program, including instructional and social supports, SAISD learning center, district-wide graduation programming, support, rentals, etc.
Athletics	\$ 317.60	Mandatory per pupil at gr 7-12 secondary UIL campus	Includes SAISD athletics programming, district athletics management and compliance, athletics concessions management, transportation for athletics events, sports field upkeep, athletic equipment purchase and repair, scoreboard maintenance, and scheduling and cost of providing game officials.
Fine Arts	\$ 23.68	Mandatory per pupil	Includes SAISD fine arts programming and curriculum, assists with distribution of campus budget for all materials, supplies, and entry fees, instrument repair, etc. Provides expertise and assistance with staff recruitment and professional development. The department also provides third-party contractors where needed and provides UIL compliance and coordination support for various student contests.

SAISD Service	Per Unit Cost	Type and Unit Basis	Description
District Operational Services - Mandatory			
District Operations, Strategy, Educational Technology	\$ 90.04	Mandatory per pupil	Includes curriculum and learning management systems (LMS) software, e.g., Canvas, educational technology professional development, strategy office support for district initiatives in support of board goals and guardrails.
Facilities & Grounds Maintenance Costs	\$ 2.03	Mandatory per square foot of campus building	Includes building maintenance and repair (general grounds maintenance and upkeep, mechanical, structural, engineering, electrical, plumbing, HVAC), waste removal, and custodial services.
Information Technology Infrastructure and Network Services	\$173.98	Mandatory per pupil	Includes: implementation and support of classroom technological systems, software (e.g., Apps, Microsoft, Google). This also includes support and repair services for student devices, staff devices, and classroom technology such as smart boards. Also includes IT network services and security and cyber security, inventory, and repair, wireless connectivity, help desk support, field technicians, and remote data center.
Safety, Security and SAISD Police Department	\$ 119.23	Mandatory per pupil	SAISD Police Department responsibility includes execution of emergency procedures, campus officer coverage as well as patrol, lockdown drills, door sweeps, and upkeep and training on Multi-Hazard Emergency Management Plan. Community Builder Services includes numerous campus local events, police officer presence and training. Additional services include visitor management, issuing and maintaining ID badges, fingerprinting, access control, and 24-hour dispatch.
Property & Casualty Insurance	<i>Mandatory - based on actual campus expenses</i>		Includes required property insurances billed individually.
Utilities	<i>Mandatory - based on actual campus expenses</i>		Includes required utilities billed individually for each campus location.

SAISD Service	Per Unit Cost	Type and Unit Basis	Description
District Operational Services - Optional			
Academics, School Leadership & Partnership Services	\$ 9.65	Optional per pupil	Providing assistance and oversight to high-quality district partner organizations operating schools with clear goals and purposes. These schools will meet rigorous performance goals measured through ongoing monitoring and support, with consistent cycles of solicitation, authorization, and renewal.
Communications, Family & Community Engagement	\$ 27.99	Optional per pupil	Includes translation and interpretation services, and purchase of interpretation software.
Data Operations, Research, PEIMS, Access & Enrollment	\$ 11.76	Optional per pupil	Education systems analysts are assigned to a campus to collaborate with teachers to train them in accountability, predictions, and implications. PEIMS support for data clerks, registrars, SEMS clerks with daily data collection. Testing support with scheduling, facilitation, monitoring, and reporting.
Dual Language, ESL, & Migrant Students	\$ 18.45	Optional per EL pupil	Includes all department services except compliance.
Human Capital Management, Benefits, Risk, & Safety	\$ 4.71	Optional per pupil	Human Capital Management plans a variety of employee recognition and employee appreciation events and heightens awareness of employee achievements throughout the district. The HCM team provides one-on-one or group training to campuses and departments on core HR issues, maintaining an inclusive workplace, and other important topics.
Information Technology Infrastructure and Network Services	\$ 13.39	Optional per pupil	Includes supplemental purchases such as 3-D printers, and cameras, along with ensuring compatibility with the network, troubleshooting, and repairs.
Social, Emotional, and Academic Development (SEAD) and Restorative Practices	\$ 32.32	Optional per pupil	Includes support of daily wellness & learning readiness check-in, Positive Behavioral Interventions and Supports (PBIS), Restorative Practices. This also includes Social Emotional Learning (SEL) Curriculum, and SEAD specialists, implementation support, and professional development.

SAISD Service	Per Unit Cost	Type and Unit Basis	Description
District Operational Services - Optional			
Athletic Transportation and Campus Field Trips	<i>based on actual campus expenses</i>		Includes required athletic transportation and field trips billed individually as requested.
Copier Lease Costs	<i>based on actual campus expenses</i>		Includes required copier lease costs billed individually.
Custodial Supplies	<i>based on actual campus expenses</i>		Includes required custodial supplies billed individually.
Student Transportation	<i>based on actual campus expenses</i>		Includes required bus routes billed individually as required to meet needs for gen. education and special education routes.
Academic Programs	\$ 31.65	Optional per pupil	Curriculum, assessments, campus support, and professional development.
Curriculum, Instruction, & Assessment	\$ 23.05	Optional per pupil	On-line subscriptions, licensing, TEKS bank, field guides, assessment banks, oversight of core subject areas.
District Operations, Strategy, Educational Technology	\$ 7.27	Optional per pupil	Supports campuses in robotics competitions, TEKS integration in curriculum, film festival, STEAM K-5 professional development and resources, and professional development.
Early Childhood Services	\$ 60.03	Optional per pupil	Includes supplemental materials such as books, supplies, parent meetings, substitute support, recruiting and credential monitoring.
High School Student Support Services	\$ 8.39	Optional per pupil	School age parenting support including social work services, case management, counseling, and wrap around services based on referrals.
Student Support & Health Services	\$ 5.36	Optional per pupil	Includes technical support for course convention timelines, secondary course pathways, numerous training resources, and mental health support referrals.

AGENDA TITLE: Approval of Amendment to **Exhibit A-1: Young Men’s Leadership Academy HS School Performance Contract & Detailed Menu of Services**

BOARD MEETING DATE: July 20, 2026

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Dr. Melissa Alcala, Assistant Superintendent

I. RECITATION OF AMENDMENT TERMS

By signing below, the authorized district and partnership representatives acknowledge approval of the Amendment to **Exhibit A-1: Young Men’s Leadership Academy HS School Performance Contract**.

- Both parties agree to the expectation of at least a letter grade of C for the 26-27 school year.

The menu of services and fees were included to provide clarity to both parties, TAMUSA-ISCP and SAISD.

II. DISTRICT & PARTNERSHIP APPROVALS

IN WITNESS WHEREOF, the parties hereto have executed this Amendment document on the dates indicated below.

San Antonio Independent School District

Ms. Alicia Sebastian, SAISD Board President

Date: _____

Ms. Toni Thompson, SAISD Interim Supt

Date: _____

**Texas A&M University San Antonio - Institute for School & Community Partnerships
Representative**

Printed Name: _____

Title: _____

Signature: _____

Date: _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Amendment to Addendum A-3: Third Future Schools Contract for Hirsch ES, Ogden ES, and Tafolla College Prep MS

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Dr. Melissa Alcala, Assistant Superintendent

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Amendment to Addendum A-3 in the Third Future Schools contract for Hirsch ES, Ogden ES, and Tafolla College Prep MS to include the following:

The district may terminate this Agreement prior to the expiration date if any Partnership School(s):

- Fail to meet generally accepted accounting standards for fiscal management, following written notice from the District and a 60-day opportunity to cure;
- Fail to meet the metrics set forth in those Schools' performance contracts after the annual goals are established from the baseline year review period; provided, however that prior to any termination based on such failure, the District shall provide written notice identifying the areas of concern and allow Third Future Schools reasonable opportunity, not to exceed one academic year, to implement a corrective action plan designed to address the identified performance deficiencies.
- Are rated as "unacceptable performance" or otherwise fail to meet state accountability standards after their second school year in operation; or
- Are in the bottom five percent in comparison to all District campuses based on the District's School Performance Framework after their second school year in operation.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

The Board is requested to approve the Amendment to Addendum A-3 in the Third Future Schools contract for Hirsch ES, Ogden, ES, and Tafolla College Prep MS.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

- 196-11-6399-00-137-00: \$389,000 approximately
- 196-11-6399-00-157-00: \$231,000 approximately
- 196-11-6399-00-066-00: \$652,000 approximately

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☒ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☒ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☒ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

AMENDMENT TO ADDENDUM A-3

EXHIBIT A – School Performance Contracts

The schools listed in the table below shall be managed by Third Future Schools in accordance with the Partnership Agreement.

Name of School(s)	Partnership School Term	School Renewal Year
Hirsch Elementary School	26-27SY through 28-29SY	27-28SY
Ogden Elementary School	26-27SY through 28-29SY	27-28SY
Tafolla College Prep Middle School	26-27SY through 28-29SY	27-28SY

The Superintendent or designee will hold a conference with the operating partner of the campus and establish student achievement targets aligned to the Partnership School's term of renewal. These targets will include goals related to the state accountability standards and the District's school performance framework.

The Board of Trustees delegates authority to the Superintendent or designee to update school performance contracts as needed. Both the Superintendent or designee and the Partner shall inform the District's Board of Trustees and the Partner board of any changes to the Partnership School's goals.

AMENDMENT TO ADDENDUM A-3

EXHIBIT A-1 - In-District Charter Performance Contract

HIRSCH ELEMENTARY SCHOOL, OGDEN ELEMENTARY SCHOOL AND TAFOLLA COLLEGE PREP MIDDLE SCHOOL

I. Academic Excellence. Objective: Academic performance will meet or exceed local and state standards.

Performance Measure 1 (Campus Overall Rating) is the most important metric in the Academic Excellence section for assessing the academic success of all in-district charter schools. The other performance metrics in this section serve as guideposts to enable the school to achieve its overall rating. A school will be considered as having met the Academic Excellence measure if they meet the overall rating in Academic Excellence as noted below:

Academic Metric	Year 1 Goal 2026-27	Year 2 Goal 2027-28	Year 3 Goal 2028-29
TEA Campus Accountability Rating	C	B	B

II. Organizational Strength

Measure	Metric	Description
Charter fidelity	Charter Fidelity using a rubric guided self-assessment tool developed by SAISD	Fulfillment of a school's charter will be assessed on an annual basis by the Office of Innovation and will be based on whether the school is materially implementing the core components of the charter application. The self-assessment tool is published by the Office of Innovation and may include a follow up site visit or request for additional evidence of implementation.
Teacher Satisfaction	The campus score for the teacher satisfaction rate must meet or exceed the district average on the district-wide teacher survey.	SAISD surveys all teachers each year. The current teacher survey is the TNTP Instructional Culture Insight Survey, which is conducted annually at all schools in the spring. The score for each campus is the average of the school's scores on the 12 domains in the survey.
Parent/Family Satisfaction	The campus score for the parent satisfaction rate must meet or exceed the district average on the district-wide family survey.	Currently, the parent survey is a district-produced survey using the questions from the Panorama Family-School Relationships Survey. It is conducted annually at all schools in the spring. The school's score is the average of the school's score on 4 of the domains in the survey. The Family Engagement/Input domain, is not included as it was created by SAISD and is not nationally normed.

Student Attendance	The average daily attendance rate for the campus must exceed the district's yearly overall average for the similar grade band.	Average daily attendance rate for the full school year. This average is calculated by SAISD's Data and Accountability Office.
---------------------------	---	---

III. Financial Health

Measure	Metric	Description
Financial Health and Sustainability	Fiscal management practices and implementation of applicable policies and procedures	The school is expected to follow sound fiscal management practices. A campus may be considered to not meet this expectation if the campus did not follow district policies and procedures and applicable state and federal law related to the spending, budgeting, or reporting of any district or campus funds, including money raised through fundraisers.
Annual Financial Audit (1882 Schools)	An unqualified ("clean") audit report to the district in accordance with the timeline specified in the partnership agreement.	Senate Bill 1882 partners are required to hire an external accounting firm to conduct an annual financial audit of the partner's nonprofit operations.

The district may terminate this Agreement prior to the expiration date if any Partnership School(s):

- Fail to meet generally accepted accounting standards for fiscal management, following written notice from the District and a 60-day opportunity to cure;
- Fail to meet the metrics set forth in those Schools' performance contracts after the annual goals are established from the baseline year review period; provided, however that prior to any termination based on such failure, the District shall provide written notice identifying the areas of concern and allow Third Future Schools reasonable opportunity, not to exceed one academic year, to implement a corrective action plan designed to address the identified performance deficiencies.
- Are rated as "unacceptable performance" or otherwise fail to meet state accountability standards after their second school year in operation; or
- Are in the bottom five percent in comparison to all District campuses based on the District's School Performance Framework after their second school year in operation.

AGENDA TITLE: Approval of Amendment to Addendum A-3: Third Future Schools Contract for Hirsch ES, Ogden ES, and Tafolla College Prep MS

BOARD MEETING DATE: July 20, 2026

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent **PRESENTER:** Dr. Melissa Alcala, Asst. Supt.

I. RECITATION OF AMENDMENT TERMS

By signing below, the authorized district and partnership representatives acknowledge approval of the Amendment to Addendum A-3 in the Third Future Schools contract for Hirsch ES, Ogden ES, and Tafolla College Prep MS. The district may terminate this Agreement prior to the expiration date if any Partnership School(s):

- **Fiscal Management:** Fail to meet generally accepted accounting standards for fiscal management, following written notice from the District and a 60-day opportunity to cure;
- **Performance Metrics:** Fail to meet the metrics set forth in those Schools' performance contracts after the annual goals are established from the baseline year review period; provided, however that prior to any termination based on such failure, the District shall provide written notice identifying the areas of concern and allow Third Future Schools reasonable opportunity, not to exceed one academic year, to implement a corrective action plan designed to address the identified performance deficiencies.
- **Accountability Standards:** Are rated as "unacceptable performance" or otherwise fail to meet state accountability standards after their second school year in operation; or
- **District Framework:** Are in the bottom five percent in comparison to all District campuses based on the District's School Performance Framework after their second school year in operation.

II. DISTRICT & PARTNERSHIP APPROVALS

IN WITNESS WHEREOF, the parties hereto have executed this Amendment document on the dates indicated below.

San Antonio Independent School District

Ms. Alicia Sebastian, SAISD Board President

Date: _____

Ms. Toni Thompson, SAISD Interim Supt.

Date: _____

Third Future Schools Partnership Representative

By: _____

Authorized Representative Signature

Printed Name: _____

Title: _____ Date: _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and the City of San Antonio for the Project Worth Pilot Program

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Victoria Bustos, Assistant Superintendent Student Support Services

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and the City of San Antonio for the Project Worth Pilot Program. This is a collaboration between the City's Public Safety Committee and the Department of Human Services to create an initiative that assists in reducing violent acts committed by school-aged youth. SAISD will partner with the City of San Antonio to implement a pilot program at 16 elementary and middle school campuses. The City will provide training for school counselors centered around the *7Mindsets Base Curriculum* which includes modules on proactive approaches to better decision-making and problem-solving.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approves the MOU between SAISD and the City of San Antonio for the Project Worth Pilot Program as presented.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the District and are valued at approximately \$27,200.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☒ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☒ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Board Agenda Items involving a MOU/SDA/Agreement, etc.

Department:	Student and Academic Support Services
Board Meeting Date:	July 20, 2026
Agenda Title:	Memorandum of Understanding (MOU) Between SAISD and the City of San Antonio for the Project Worth Pilot Program
Presenter:	Victoria Bustos, Assistant Superintendent
Cost and Funding Source:	\$0
If no cost to the District, what is the approximate value of goods/services being provided?	Services are provided at no cost to the District and are valued at approximately \$27, 200.00
This MOU addresses the following:	☐ Academics ☐ Attendance ☒ Behavior ☒ Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
7,009	18	16	\$3.88	\$1,511.00	\$1,700.00

SUMMARY & SUPPORTING DATA

Include Pertinent Data and Information (Year, Value Added, & Results/Findings)

Questions to consider: If a renewal, include historical data that supports the renewal and continued partnership If a new partnership, why are we participating in the new program or partnership?	Is this a renewal? ☐ Yes ☒ No The City of San Antonio City Council's Youth Violence Subcommittee of the Public Safety Committee requested the Department of Human Services (DHS) create an initiative to assist in reducing violent acts committed by youth. The Parties have agreed upon a pilot to improve students' social-emotional skills centered on better decision-making and problem-solving modules of the 7Mindsets – Base Curriculum used by DHS' Project Worth program in selected elementary and middle schools. This Pilot Program aligns with the SAISD board goal to increase the Standard for Social Emotional Readiness by 25% by August 2027.
---	--

**City of San Antonio and San Antonio Independent School District
Project Worth Pilot Program in Elementary and Middle Schools
Memorandum of Understanding**

This Memorandum of Understanding ("MOU") is entered into by and between the **San Antonio Independent School District**, a political subdivision of the State of Texas (hereinafter, "SAISD"), and the **City of San Antonio**, a Texas municipal corporation ("CITY") in connection with its Project Worth Pilot Program (hereinafter, "Pilot Program"). SAISD and City are also collectively referred to as "Parties" and singularly as "Party".

Overview

The City of San Antonio City Council's Youth Violence Subcommittee of the Public Safety Committee requested the Department of Human Services (DHS) create an initiative to assist in reducing violent acts committed by youth. The Parties have agreed upon a pilot to improve students' social-emotional skills centered on better decision-making and problem-solving modules of *the 7Mindsets – Base Curriculum* used by DHS' Project Worth program in selected elementary and middle schools.

This Pilot Program aligns with the SAISD board goal to increase the Standard for Social Emotional Readiness by 25% by August 2027 (<https://www.saisd.net/page/board-goals>).

Contract Term

The term of this MOU will commence on **June 15, 2026** (or the "Effective Date") **and will continue through May 30, 2027**, subject to approval by the SAISD District Parent Advisory Council. This MOU may be terminated at will by either party with 30 days' written notice delivered to either party. Upon termination of this agreement, the Program Partner will return any materials provided through the Pilot Program to the City within 30 days of the termination date. Both parties have the right to reevaluate the MOU should the need arise during the MOU period.

I. Responsibilities and Scope of Work

1. SAISD will:

- a. Coordinate with DHS to present the Pilot Program to SAISD's School Health Advisory Committee and the District Parent Advisory Committee for their consideration and approval.
- b. Identify up to ten elementary and up to ten middle school campuses to pilot the Project Worth programming to 3rd to 8th grade students. SAISD will work with DHS to identify the criteria on selecting the schools.
- c. Create cohorts of at least 50 elementary students and 100 middle school students to participate in the Pilot Program in each of the selected schools.

- d. To the extent permitted by law, provide requested information for all unduplicated student participants in a monthly report to DHS, including, but not limited to:
 - a. Student ID;
 - b. Student Grade;
 - c. Student Age at the Start of Enrollment;
 - d. Student Assigned Counselor; and
 - e. Student attendance in Pilot Program.
- e. Obtain required parent/guardian permissions, including media release approvals, for participation in the Pilot Program.
- f. Identify at least one SAISD counselor on each campus to serve as the school liaison between SAISD and DHS whose duties will include:
 - 1) Attending one full-day training in Summer 2026.
 - 2) Facilitate six Base Education learning modules to students during the academic day. Base modules to include (see **Attachment I** for more details):
 - a) Vision of Self (Who Am I – elementary);
 - b) Healthy Relationships;
 - c) Impulsive Decision Making (Self-Regulation – elementary);
 - d) Healthy Communication;
 - e) Future Goals (Setting Goals – elementary); and
 - f) The SAISD counselor will engage student participants in choosing the sixth module.
 - 3) Distribution of pre- and post- assessments to all student participants at the start of implementation and end of final learning session, respectively SAISD staff will submit pre- and post- assessments to DHS staff by the completion of the 6th learning module. Assessments will monitor:
 - a) % of youth who can identify at least three personal strengths or values;
 - b) % of youth who can identify characteristics of a healthy vs unhealthy relationship;
 - c) % of youth who can identify at least two coping or calming strategies when stressed;
 - d) # of youth who create a future goals plan; and
 - e) % of youth who can identify peer pressure situations and demonstrate effective decision-making in these situations
 - 4) Monitor student attendance and completion of individual Base modules. Ensure middle school participants who miss a learning module participate in the make-up learning module via the Base online portal and provide make-up opportunities for elementary students who miss a learning module (frequency will be dependent on the school's schedule).
 - 5) Provide and share with student participants leadership experiences during the facilitation of the modules, and knowledge of extra-curricular and after-school opportunities available at the school and community.

- 6) Participate in quarterly collaboration meetings and/or trainings with DHS to check in on the progress of implementation or participate in facilitation and implementation training.
- 7) Attend the end-of-year meeting hosted by DHS to provide feedback on best practices and areas for improvement.
- 8) Provide support when occasions arise that student(s) may request assistance during a learning session or through the Base online portal.
- 9) Ensure HIPAA compliance for any mental health services that may occur during facilitation. City does not request the submission of health information, nor does it request any health information be included in reports to the City.
- 10) Ensure cooperation with City of San Antonio open records requests when required.
- 11) Participate in any updates to the City Council on the Pilot Program, including requests to attend briefing meetings to City staff, the full City Council, or City Council subcommittees, and/or provide feedback on DHS reports to City Council.
- 12) Provide an end-of-pilot report to DHS with the following components:
 - a) Summary of participant outcomes, including progress of students in meeting the Board goal on increasing social emotional readiness and assessment data;
 - b) Feedback on trainings provided by DHS;
 - c) Feedback on Base modules and activities; and
 - d) Identify strengths and areas of improvement for future programs, including budgetary considerations.

2. City, through DHS, will:

- a. Present proposed programming for SAISD to obtain necessary approvals to implement the pilot in SAISD.
- b. Provide SAISD with an implementation timeline to include training dates, Base module overviews, and a curriculum plan.
- c. Provide SAISD access at no cost to the 7Mindsets – Base K-12 curriculum to be used for implementation at identified elementary and middle schools approved by DHS Youth Success staff.
- d. Provide SAISD with pre- and post-assessments to be distributed to student participants at the beginning and end of the full program implementation.
- e. Provide a training for school liaisons and other SAISD staff identified by the district in summer 2026, in which:
 1. SAISD staff will be trained on the utilization of the Base curriculum portal, gain access to all curriculum materials and the implementation calendar.
 2. SAISD staff will be trained in facilitating the Base learning modules, will have hands-on experience with the interactive activities, and will participate in a Teach Back.
 3. SAISD and DHS staff will co-develop ways to incorporate the youth voice in program components.

- f. Provide each SAISD school liaison a toolkit needed to engage students in interactive and group-based activities to be implemented for each learning session. All tangible items provided within the facilitation toolkit purchased and provided by the City of San Antonio for purposes of implementing the Pilot Program may be retained for educational and programmatic purposes by SAISD participating campuses following completion of the Pilot Program. To clarify, the tangible items are distinct from the *7Mindsets – Base Curriculum* and any other intellectual property offered to SAISD for use shall be and remain the sole and exclusive proprietary property of the owner of the property, whether ownership rests with the City or 7Mindsets Academy, LLC. SAISD’s right to use the intellectual property is limited in scope and extent by the licenses granted to and through the City.
- g. Provide incentives for youth participants who participate in leadership opportunities during the facilitation of each learning session.
- h. Provide stipends to SAISD school liaisons participating in the Pilot Program orientation training .
- i. Convene quarterly collaboration meetings with SAISD counselors and designated staff to check in on progress of implementation.
- j. Organize an end-of-year meeting with SAISD staff implementing the pilot to gain feedback on best practices and areas for improvement.
- k. Allow SAISD to review all presentations, reports and/or updates to City Council regarding the Pilot Program.

IV. Relationship of Parties

This MOU is not intended to create a relationship of principal and agent, employee and employer, or any other such similar relationship between Parties. Further, this MOU is not intended to create a joint venture or enterprise for purposes of determining liability. Except to the extent specifically addressed in this MOU, each Party is responsible for all costs of its personnel including pay and benefits, support, and travel. Each Party is responsible for the supervision and management of its personnel and volunteers.

V. Governing Law

Texas law will govern this MOU and all obligations of and performance by the Parties hereunder.

VI. General Provisions

1. ENTIRE UNDERSTANDING. It is expressly understood and agreed that this MOU embodies the entire understanding between the Parties regarding the MOU’s subject matter, thereby superseding all prior understandings of the Parties with respect to such subject matter.
2. SAISD and the City each maintain a self-insurance fund for general liability and worker's compensation claims and causes of action to meet their statutory obligations to each party's

employees. SAISD and the City acknowledge they are political subdivisions of the State of Texas and are subject to, and comply with the applicable provisions of the Texas Tort Claims Act, as set out in the Civil Practice and Remedies Code, Section 101.001, *et. seq.*, and the remedies authorized therein regarding claims or causes of action that may be asserted by third parties for accident, injury or death.

3. This MOU may be executed in several counterparts, all of which taken together shall constitute one single agreement between the parties.

EXECUTED this _____ day of _____, 2026, the **EFFECTIVE DATE**.

The City of San Antonio

San Antonio Independent School District

By: _____
Melody Woosley, Director
Department of Human Services

By: _____
Toni Thompson,
Interim Superintendent

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Memorandum of Understanding (MOU) Between SAISD and the Center for Healthcare Services (CHCS) for the 2026-2027 School Year

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Victoria Bustos, Assistant Superintendent of Student Support

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Memorandum of Understanding (MOU) between SAISD and the Center for Health Care Services (CHCS). CHCS will provide tier 3 intensive, on-campus mental health support at 15 pilot campuses to encourage early mental wellness interventions, cultivate healthy coping skills, and normalize mental health care. These services will eliminate transportation barriers, decrease school absences, and provide access to direct mental health resources.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the MOU with the Center for Health Care Services for the 2026-2027 school year.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the District and are valued at approximately \$100,000.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.

- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Board Agenda Items involving a MOU/SDA/Agreement, etc.

Department:	Student & Academic Support Services
Board Meeting Date:	July 20, 2026
Agenda Title:	Approval of the Memorandum of Understanding (MOU) Between SAISD and the Center for Healthcare Services (CHCS) for the 2026-2027 School Year
Presenter:	Victoria Bustos, Assistant Superintendent of Student Support
Cost and Funding Source:	N/A
If no cost to the District, what is the approximate value of goods/services being provided?	Services are provided at no cost to the District and are valued at approximately \$100,000.
This MOU addresses the following:	☒ Academics ☒ Attendance ☒ Behavior ☒ Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
300	N/A	15	N/A	N/A	N/A

SUPPORTING DATA

Include Pertinent Data and Information (Year, Value Added, & Results/Findings)

Questions to consider: If a renewal, include historical data that supports the renewal and continued partnership If a new partnership, why are we participating in the new program or partnership?	Is this a renewal? ☒ Yes ☐ No CHCS offers rapid enrollment into care and medication management, stabilization, skills training, family support, community integration, and individual and group counseling. These services will be directly accessible to families and students within their school environment. For the 2026-2027 school year, 15 participating schools include Bonham, Cotton, Rogers Academy, Whittier, MLK, Sarah King, Green @ Riverside, Cameron, Washington, Hawthorne Academy, Highland Hills, Schenck, Cooper @ Navarro, Estrada Alternative, and Healy Murphy.
---	--

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“Agreement” or “MOU”) is made and entered into by and between **San Antonio Independent School District (SAISD)**, the third largest school district in Bexar County organized under Education Code Chapter 11, and the Bexar County Board of Trustees for Mental Health Mental Retardation Services dba **The Center for Health Care Services (CHCS)**, a political subdivision of the state of Texas and the Bexar County local mental health authority authorized under Section 531.001 of the Texas Health and Safety Code which provides quality integrated care to improve the lives of children and adults with mental health conditions, substance use challenges and intellectual or developmental disabilities.

R E C I T A L S

San Antonio Independent School District and **The Center for Health Care Services** desire to enter a Memorandum of Understanding (MOU) to establish a framework of cooperation and a close working relationship.

San Antonio Independent School District finds that entering in to such a MOU with **The Center for Health Care Services** serves a public purpose and can enhance education and healthcare capabilities in San Antonio.

NOW, THEREFORE, San Antonio Independent School District and **The Center for Health Care Services** in consideration of the mutual covenants and agreements herein contained, do mutually agree as follows:

T E R M S

I. Organization

San Antonio Independent School District (SAISD): SAISD is as diverse and historically rich as the city whose name it shares. As San Antonio’s founding school district, SAISD neighborhood schools have served the heart of the Alamo City for more than 100 years. Currently, SAISD serves about 47,000 students across more than 90 schools in our culturally proud, urban community. From forward-thinking academic and extracurricular programs at our neighborhood schools to a growing list of specialized schools, SAISD students can customize their own educational experience and find what truly drives them. Every student has a journey, and SAISD is supporting that path wherever it may lead for each of its students.

The Center for Health Care Services (CHCS): CHCS is the Bexar County local mental health authority authorized under Section 531.001 of the Texas Health and Safety Code, dedicated to improving the health outcomes of underprivileged communities. CHCS provides comprehensive healthcare services, including primary care, mental health services, and community-based health education programs. Through its network of clinics and outreach initiatives, CHCS works to eliminate health disparities by offering accessible, high-quality health care to all individuals, regardless of their ability to pay, while also focusing on preventive care and wellness to foster a healthier community.

II. Recognition

San Antonio Independent School District (SAISD) and The Center for Health Care Services (CHCS) recognize that collaborative efforts between educational and healthcare organizations are crucial for fostering holistic community well-being. This MOU embodies the commitment of both organizations to work together in ways that leverage each party’s strengths for mutual benefit. SAISD acknowledges that CHCS’ expertise in health and

social services significantly enhances the support systems available to students and their families, addressing crucial socio-emotional and health-related needs that extend beyond the traditional educational framework. Conversely, CHCS recognizes that collaborating with SAISD provides a unique opportunity to reach families and youth in educational settings, facilitating earlier and more proactive health interventions.

Both organizations affirm that this partnership will lead to enhanced outcomes for students, families, and the broader community by:

- Integrating educational and healthcare services to provide a comprehensive support network that is more accessible and effective.
- Promoting the well-being of students, which is essential for academic and personal success, thereby fostering a healthier, more educated community.
- Facilitating community engagement and empowerment through joint initiatives, thereby strengthening community ties and resilience.

The collaboration outlined in this MOU is thus recognized as not only beneficial to both SAISD and CHCS but as a pivotal enhancement to the community's overall health and educational infrastructure. Through this partnership, both organizations commit to a shared vision of improving lives and nurturing the future leaders of the community.

III. Principles of Cooperation

1) Referral Collaboration:

- Identification and Assessment: SAISD staff will be trained to recognize signs that a youth might benefit from mental health services through CHCS.
- Referral Process: SAISD campus staff will learn about the services offered by CHCS and connect families to the agency. The Legally Authorized Representative (LAR) will be responsible for making the initial contact with CHCS.
- Tracking and Documentation: As part of this set-up agreement, CHCS and SAISD will work together to determine which and how many SAISD students are currently in services with CHCS. If those students do not attend the group of schools that are the target of this MOU, those students will continue to receive services at CHCS. Students who attend the group of schools that are listed in this MOU can receive CHCS services at their school of record.
- Referral Systems and Protocols: SAISD and CHCS will jointly create and standardize referral systems and protocols to ensure consistency and quality in the referral process. This includes defining clear steps for making referrals, receiving feedback, and handling data privacy. CHCS staff will be trained on the Student Support Communications Tracker system and will input 1 entry for each referred and/or enrolled student.
- Curriculum Approval: While referral, intake, and scheduling of services may commence upon the signing of this MOU, the implementation of any curriculum hereunder is contingent upon and shall not occur until formal approval is granted by the School Health Advisory Council (SHAC).
- Key Points of Contact: Each organization will designate specific staff members as key points of contact for the referral process. These individuals will be responsible for overseeing the referral system, ensuring communication flows effectively between both organizations.
- Mental Health Training / Professional Development: CHCS will provide training to SAISD teachers and staff on various mental health topics. This initiative aims to enhance their understanding of mental health issues and equip them with the skills necessary to identify signs of emotional, social, or psychological challenges among students, which may necessitate a referral for additional services.

2) Space Provision for CHCS Services:

- Physical Space Allocation: SAISD agrees to provide physical space within their district for CHCS staff to conduct social services. This space will be equipped with the necessary facilities to ensure that CHCS can offer its services effectively and confidentially. The physical space at each campus is subject to change but will be provided for CHCS staff to use while they are working within the terms of this agreement.

IV. Implementation

This MOU shall take effect upon its signing by authorized representatives of **San Antonio Independent School District (SAISD)** and representatives of **The Center for Health Care Services (CHCS)** and be valid for a period of one year.

This MOU may be amended by mutual written agreement of both parties, and it is understood by both parties that at any time this Memorandum of Understanding may be terminated by thirty (30) days written notification from either party to the other.

Six months prior to termination, the parties shall meet to review the progress and success of the Memorandum of Understanding and determine whether it shall be extended for an additional one year. In no event shall any single extension of this Memorandum of Understanding be for a term exceeding one year.

V. Service Delivery

This section outlines the specifics of how CHCS will deliver the agreed-upon services to the students of San Antonio ISD at the identified campuses.

The Texas Resilience and Recovery (TRR) Curriculum will be provided by CHCS clinical staff and/or third-party subcontractors specifically providing therapy/counseling services. CHCS counseling subcontractors are Communities in Schools - San Antonio, Evercare Therapeutic Services or San Antonio Counseling & Behavioral Center.

A. Scope of Services

- CHCS will provide the following services under the TRR Curriculum:
 - Life Skills Training:** This will include, but is not limited to, curriculum-based instruction and interactive activities focused on:
 - Effective communication skills
 - Problem-solving and decision-making
 - Time management and organization
 - Conflict resolution
 - Building healthy relationships
 - Self-advocacy skills
 - Social Skills Development:** This component will address:
 - Understanding social cues
 - Appropriate social interaction
 - Empathy and perspective-taking
 - Cooperative learning and teamwork

- Managing peer relationships
- 3. **Anger Management:** This will include strategies and techniques for:
 - Identifying anger triggers
 - Developing coping mechanisms
 - Learning relaxation techniques
 - Improving impulse control
 - Communicating assertively without aggression

CHCS's Community Health Awareness of Adolescents and Teens (CHAAT) program will provide mentoring groups at designated schools. These groups will consist of cognitive behavioral therapy (CBT), dialectical behavioral therapy (DBT) and life skills groups that will help mitigate mental health issues and decrease crisis episodes.

B. Service Delivery Model

- Services will be delivered through a combination of:
 - **Group Sessions:** CHCS will conduct group sessions with students, according to the approved curriculum-based program with an emphasis on non-instructional time being interrupted, with a target group size of 3 to 8 students. The sessions will be held at the students' campus of enrollment, Monday through Friday during "mascot" time.
 - **Individual Sessions:** CHCS will provide individual sessions to students who require more intensive support or who are identified as needing specific interventions. The frequency and duration of individual sessions will be determined in collaboration with the campus administrative staff, to include the school counselor and/or school social worker, considering the student's needs and available resources.
 - **Workshops/Presentations:** CHCS will conduct workshops or presentations for parents/guardians, school staff, or the wider school community, as agreed upon by both parties.

VI. SAISD Access and Clearance Requirements

To ensure the safety and security of SAISD students and staff, and to facilitate effective service delivery, CHCS Care Managers providing services under this MOU shall comply with the following requirements:

- **SAISD Non-Employee Partner Application:** All CHCS Care Managers who will be providing services on SAISD campuses or interacting directly with SAISD students must complete the SAISD Non-Employee Partner Application. This application process includes, but is not limited to, providing necessary personal information, and acknowledging adherence to SAISD policies and procedures.
- **Background Check:** As part of the Non-Employee Partner Application process, CHCS Care Managers will undergo a background check, as required by SAISD policy. CHCS will cooperate fully with SAISD in the completion of said background checks. SAISD will accept CHCS thorough background checks with proper documentation provided.
- **Encrypted Email:** All official communication related to the services provided under this MOU will be done via encrypted email, including but not limited to:
 - Scheduling appointments with students and/or school staff.
 - Exchanging confidential student information (in accordance with FERPA and other applicable laws and regulations).
 - Coordinating service delivery with school personnel.

- **SAISD Identification Badge:** SAISD will issue an identification badge to each approved CHCS Care Manager. CHCS Care Managers are required to:
 - Wear the SAISD-issued identification badge visibly at all times while on SAISD campuses or when interacting with SAISD students in an official capacity.
 - Comply with all SAISD policies regarding the use and display of identification badges.
 - Return the identification badge to SAISD upon termination of this MOU or the conclusion of the CHCS Care Manager's service provision under this MOU.
- **Compliance:** CHCS shall ensure that all its Care Managers providing services under this MOU are aware of and comply with the requirements outlined in this section. Failure to comply with these requirements may result in the suspension or termination of service provision and/or this MOU.

VII. Participating Schools

This Memorandum of Understanding applies to services provided at the following schools within the San Antonio Independent School District:

For CHCS's TRR services:

- Bonham Academy
- Cotton Academy
- Rogers Academy
- Whittier Academy
- MLK Academy
- Sarah King Academy
- Green @ Riverside Park
- Cameron Elementary
- Washington Elementary
- Hawthorne Academy
- Highland Hills Elementary
- Schenck Elementary

For CHCS's CHAAT Mentoring Group services:

- Cooper Academy
- Estrada Achievement Center
- Healy-Murphy Center

This list may be modified by mutual written agreement of both parties.

VIII. Miscellaneous

1. **Term.** This MOU shall be in effect beginning on the Execution Date and terminating one (1) year from that date. The Parties may continue this MOU for an additional period of one (1) year at the end of each one (1) year term unless previously terminated. This MOU may be terminated by either party, without cause, at any time, by giving the other party written notice at least thirty (30) days prior to the effective date of termination.
2. **Powers.** This Memorandum of Understanding does not create a partnership or a joint venture, and neither Party has the authority to bind the other.

3. **Modifications.** This MOU constitutes the entire agreement between the parties and no oral understanding not incorporated herein shall be binding on any of the parties hereto. This MOU may be modified, altered, or revised, as necessary, by mutual consent of the parties, by the issuance of a written amendment, signed and dated by the parties.

4. **Indemnification.** SAISD and CHCS separately acknowledge that they are both political subdivisions of the State of Texas and each agree that they are subject to and will comply with the applicable provisions of the Texas Tort Claims Act, as set out in Texas Civil Practice and Remedies Code, Section 101.001, *et seq.* To the extent authorized by the Constitution and the laws of the State of Texas, each party shall indemnify and hold harmless the other party, its officers, directors, employees, members and agents and each of them from any claims, actions, demands or liabilities whatsoever that may arise out of any act or omission, breach of this MOU, or other activity conducted by the other in connection with the Agreement.

5. **Venue.** This Agreement will be construed under and in accordance with the laws of the State of Texas. Mandatory and exclusive venue of any dispute between the Parties to this Agreement shall be in Bexar County, Texas.

6. **Governmental Entity.** The Parties acknowledge that both SAISD and CHCS are political subdivisions of the State of Texas and under the Constitution and laws of the State of Texas, possesses certain rights and privileges, is subject to certain limitations and restrictions, and only has such authority as is granted to it under the Constitution and the laws of the State of Texas. Notwithstanding any provision of this MOU, nothing in this MOU is intended to be, nor will it be construed to be, a waiver of SAISD's or CHCS' sovereign immunity of the State of Texas or a prospective waiver of restriction of any of the rights, remedies, claims and privilege.

7. **Assignment.** Neither party shall not transfer, pledge or otherwise assign this MOU, any interest in and to same, or any claim arising thereunder, without first procuring the written approval of the other party. Any attempt at transfer, pledge or other assignment shall be void and shall confer no rights upon any third person.

8. **Severability.** The parties intend for the various provisions of this MOU to be severable so that the invalidity, if any, of any one section (or more) shall not affect the validity of the remaining provisions or sections.

IN WITNESS WHEREOF, this instrument has been executed by an authorized representative on behalf of **San Antonio Independent School District**, and on behalf of **The Center for Health Care Services**.

San Antonio Independent School District

By: _____
Print Name

Title

Signature

Date signed: _____

The Center for Health Care Services

By: _____
Print Name

Title

Signature

Date signed: _____

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Service Delivery Agreement (SDA) Between SAISD and Communities in School of San Antonio (CIS-SA)

PURPOSE: [] PRESENTATION/DISCUSSION
[X] DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Victoria Bustos, Assistant Superintendent of Student Support

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Service Delivery Agreement between SAISD and Communities in Schools of San Antonio (CIS-SA) for the 2026-2027 school year. This agreement includes services provided to students under the general service delivery agreement. The CIS-SA project will provide traditional site-based services to a total of 22 SAISD sites, as illustrated in the SAISD 2026-2027 school list (attached).

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the SDA with CIS-SA for the 2026-2027 school year.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

To be funded with Title I funds in the amount of approximately \$680,000.
211-32-6299-60-xxx-30-860

IV. 2026-2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Board Agenda Items involving a MOU/SDA/Agreement, etc.

Department:	Student & Academic Support Services
Board Meeting Date:	July 20, 2026
Agenda Title:	Approval of the Service Delivery Agreement (SDA) Between SAISD and Communities in School of San Antonio (CIS-SA)
Presenter:	Victoria Bustos, Assistant Superintendent of Student Support
Cost and Funding Source:	To be funded with Title I funds in the amount of approximately \$680,000. 211-32-6299-60-xxx-30-860
If no cost to the District, what is the approximate value of goods/services being provided?	N/A
This MOU addresses the following:	☒ Academics ☒ Attendance ☒ Behavior ☒ Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
3,923	N/A	22	N/A	N/A	N/A

SUPPORTING DATA

Include Pertinent Data and Information (Year, Value Added, & Results/Findings)

Questions to consider: If a renewal, include historical data that supports the renewal and continued partnership If a new partnership, why are we participating in the new program or partnership?	Is this a renewal? ☒ Yes ☐ No Communities in Schools of San Antonio (CIS-SA) provides a vast array of services along the multi-tiered system of support. Universal services for SAISD students include programs like school supply drives, parent/caretaker back to school nights, field trips, and attendance incentives. As part of leveraging social and emotional support, SAISD will continue the partnership agreement with CIS-SA at 22 sites for the 2026-2027 school year.
---	--

**SERVICE DELIVERY AGREEMENT
BY AND BETWEEN
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
as Service Recipient
AND
COMMUNITIES IN SCHOOLS OF SAN ANTONIO
as Service Provider**

This Service Delivery Agreement (as may be amended and supplemented from time to time, the “Agreement”), dated as of May 8, 2026, for the period indicated herein during school year 2026-2027, by and between the **San Antonio Independent School District** (“SAISD” or “Service Recipient”), and **Communities In Schools of San Antonio** (“CIS-SA” or “Service Provider”), a nonprofit corporation located at 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217, sets out to establish the relationships and responsibilities of both parties in the implementation of Campus Agreements, substantially in the form attached hereto as Exhibit A, including Service Delivery Plans thereunder, and certain supplemental projects as may be provided within the Scope of Services with respect to twenty-four Integrated Student Supports SAISD school campuses (each school campus being an “CIS-SA Project” and all SAISD school campuses being the “CIS-SA Projects”). Dr. Jamie Aquino, Superintendent of Schools, ratifies and affirms the provisions, relationships and responsibilities set out herein on behalf of the SAISD Board of Trustees by his execution of this Agreement. SAISD and CIS-SA shall each be referred to as a “Party” and together, the “Parties.”

WHEREAS it is the intent of the Parties hereto to bring the services and resources contemplated hereunder to the identified school settings in an effort to facilitate the academic and personal success of students experiencing the effects of at-risk environments; and

WHEREAS it is the intent of the Parties hereto to maintain a cooperative, interactive and supportive relationship among and between the Parties for the benefit of the students served;

NOW, THEREFORE, in consideration of the mutual covenants and fees provided for herein, the receipt and sufficiency of which is hereby acknowledged, the Parties to this Agreement agree to the following:

A. The Parties mutually agree as follows:

1. **Term; Termination**. The term of this Agreement shall be from July 1, 2026, through June 30, 2027 (the “Term”). This Agreement may be terminated by either Party upon providing written notice to the other Party thirty days in advance of termination. If either Party terminates the Agreement, CIS-SA’s performance obligations shall immediately cease, and CIS-SA shall be entitled to receive compensation for services performed and related costs incurred up to the date of termination. If termination occurs in the middle of the payment period, compensation shall be prorated against the monthly payment next due in relation to the services performed and related costs incurred by CIS-SA under this Agreement.

2. **Relationship of the Parties.**

- (a) CIS-SA will approve and assign CIS-SA employees and agency repositioned staff to designated CIS-SA Projects. While assigned to each CIS-SA Project, (i) CIS-SA personnel remain the employees of CIS-SA, (ii) agency repositioned staff remain the employees of the assigning agency, (iii) both CIS-SA employees and agency repositioned staff remain under the direct supervision of the assigned CIS-SA supervisor and (iv) the actions of all CIS-SA employees and repositioned staff are carried out under the auspices of CIS-SA supervisors and the Campus Principal in accordance with the mutually agreed Campus Agreement for the school year. CIS-SA staff shall follow procedures for disciplinary action and grievance outlined in the CIS-SA personnel policies and consistent with state law and SAISD district policy.
- (b) It is understood and agreed that CIS-SA is an independent contractor, that all personnel retained by CIS-SA or assigned by CIS-SA to designated CIS-SA Projects shall not for any purpose be deemed employees or agents of SAISD and that nothing in this Agreement is intended and nothing shall be construed to create an agency, employer/employee, partnership, joint venture or other similar relationship between CIS-SA and SAISD. CIS-SA assumes full responsibility for the actions of CIS-SA personnel while performing any services incident to this Agreement, and CIS-SA shall remain solely responsible for their supervision, daily direction and control, payment of salary, including withholding of income taxes and social security, worker's compensation, disability benefits and like requirements and obligations. In no event shall SAISD be liable for any action of officials, agents, administrators or employees of CIS-SA. CIS-SA will not be required to provide any Services the provision of which would violate any applicable laws, including the Federal Educational Rights and Privacy Act (“FERPA”) and other laws relating to student records and the privacy of personal information of students, or applicable agreements.

3. **Governing Authority; Compliance with Laws.**

- (a) CIS-SA shall follow national, state and local CIS policies and ethical standards for service provision, as well as applicable written SAISD policies and regulations that have been provided to CIS-SA, with the condition that more restrictive SAISD policies and regulations (legal and local) have priority application under the terms of this Agreement.
- (b) Both Parties shall follow all applicable federal, state, and local laws and regulations, including laws relating to student records and the privacy of personal information of students, including but not limited to FERPA.

4. **Campus Agreement and Service Delivery Plan.** CIS-SA and each SAISD school campus may enter into a Campus Agreement, substantially in the form attached hereto as Exhibit A, including Service Delivery Plans thereunder. Pursuant to each

Campus Agreement, each semester CIS-SA and the applicable SAISD campus will mutually agree on the scope and implementation of services and resources for the Fall, Spring and Summer semester, which will be documented in a Service Delivery Plan, substantially in the form attached to the Campus Agreement in Exhibit A. CIS-SA will submit, on a per-semester basis, a Service Delivery Plan to the school Principal for review, discussion and approval. Any services, events, or activities provided by third-party providers must be approved and vetted through Student and Academic Support Services. If a CIS-SA partner utilizes a curriculum, it must be approved by the SAISD SHAC committee prior to implementation. The Campus Agreement and Service Delivery Plan will specify the CIS-SA Project activities that are aligned to the individual campus needs and that CIS-SA will undertake in the upcoming semester (the “Services”), these needs and goals must specifically include attendance as listed on Exhibit A for each of the 42 campuses.

5. **Coordination of Services.** The CIS-SA site staff, the school Principal, and the school’s site-based Positive Behavior Intervention Support (PBIS) decision-making committee shall proceed in a joint coordination of Services. Communication between these entities will be ongoing to address case management and other programmatic issues. In order to promote awareness and presence of CIS-SA Services on campus, SAISD will permit CIS-SA staff to wear collared CIS-SA branded or co-branded articles outside of spirit days and/or “casual” Friday.

B. CIS-SA agrees to undertake the following:

1. **Scope of Services.** Under this Agreement, “Scope of Services” shall mean CIS-SA’s provision of a range of integrated student support services for identified students including:
 - (a) counseling and/or supportive guidance;
 - (b) education and academic enhancement activities;
 - (c) parental and family involvement activities;
 - (d) health and social service referrals;
 - (e) pre-employment skills training and career awareness activities; and
 - (f) educational and cultural enrichment opportunities.

During state mandated testing, CIS-SA will be available to support the school with student and family issues that may arise. The term “Scope of Services” shall expressly exclude additional duties that are normally assigned to school personnel (administrative, clerical, test prompter/administrator, specific campus assignments or otherwise) and/or are otherwise outside the scope of this Agreement.

2. **Additional Services.** From time to time, SAISD may desire additional services from CIS-SA not specifically addressed herein. Any such additional services shall be requested by SAISD in writing. If CIS-SA, in its sole discretion, agrees to

provide such additional services, such additional personnel and resources for the benefit of students will, upon the mutual agreement in writing by the Parties at the time, be considered part of this Agreement (including the Campus Agreement, Service Delivery Plan or other supplemental project documentation, as applicable) and will thereafter be deemed to be “Services” for the purposes of this Agreement.

3. **Student Case Files.** CIS-SA maintains and retains case files on each assigned student containing all relevant data requisite to the case and to CIS-SA Project criteria. Case records will only be released in accordance with the Confidentiality of Mental Health Information statutes under Texas Civil Law, FERPA, and other applicable state and federal law.
4. **CIS-SA Project Oversight.** CIS-SA agrees to provide management, administrative, logistical and technical support to each CIS-SA Project to ensure the success of the CIS-SA Project’s service delivery initiatives. The CIS-SA Site Coordinator, under the supervision of the CIS-SA supervisor and in cooperation with the CIS-SA Management Team (under the direction of the CIS-SA President/CEO and Board of Directors), is responsible for oversight of CIS-SA Project activities.
5. **Reporting Obligations.** CIS-SA and any CIS-SA partners and affiliates shall notify the school Principal, Counselor, and appropriate legal authorities, as per applicable federal, state and local laws, policies and procedures, cases presented to CIS-SA staff that involve the following issues: (a) suicide threats; (b) violent behavior; (c) child abuse or neglect; (d) sexual abuse or harassment; (e) legal custody; or (f) drugs or weapons. The Principal, Counselor and/or other school staff will assume responsibility for handling cases involving the aforementioned issues, however, CIS-SA and any CIS-SA partners and affiliates shall be well-versed in the F31 process, child abuse reporting and threat assessment protocols and shall assist in the resolution of any collateral issues when requested by the Principal and/or Counselor, as appropriate.
6. **Data Collection in Emergencies.** To the extent permitted by applicable laws, including in emergency situations, CIS-SA may gather data on and provide services to students without written parent consent when acting at the request and on the behalf of the school and/or district. CIS-SA will ensure written consent has been obtained from the student’s parent, guardian or managing conservator to the extent required by Section 38.010 of the Texas Education Code before on-going services are rendered, or as otherwise required by applicable laws, including FERPA
7. **Background Investigations.** CIS-SA agrees to comply with criminal history background investigations, including school district fingerprint checks, for all agency staff pursuant to Texas Education Code 22.0834 and 22.08341. All volunteers (excluding one-time event volunteers) will also undergo a criminal history check prior to being assigned to a CIS-SA campus. CIS-SA staff will be subject to any other internal security procedures used by SAISD. In the event

SAISD's criminal history check conducted on any CIS-SA employee results in such employee not being able to begin or continue their placement at SAISD due to their criminal history, SAISD shall immediately notify CIS-SA that a criminal history check was conducted and that such employee's placement is to be terminated on the basis of such criminal history check.

C. SAISD agrees to undertake the following:

1. **Fees.** SAISD will provide \$680,000.00 in service delivery fees to CIS-SA, with payments of \$68,000.00, to be made on a monthly basis, over 10 months, from September 1, 2026 to, June 1, 2027, for the Term of this Agreement to Communities In Schools of San Antonio, 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217 (the "Service Delivery Fee"). CIS-SA will issue monthly invoices by the 5th business day of each month, covering the prior month. In the event of a staff vacancy at a campus of two weeks or greater, no Service Delivery Fee for that campus will be due for that month. Invoices are due and payable within 30 days of receiving an invoice. In the event of early termination of this Agreement, the last monthly payment shall be prorated in relation to services rendered and related costs incurred. The SAISD authorized point of contact for all billing and invoicing needs is:
NAME: _____
TITLE: _____
ADDRESS: _____
EMAIL: _____
2. **Office Space.** SAISD will provide office space with telephone service, access to copy and fax machines, designated computer software access to available intranet and/or internet capabilities, necessary office furniture, and equipment sufficient to facilitate the efficient delivery of services to students within the CIS-SA Project. In addition, SAISD will provide a secure office space conducive to accommodate confidential services.
3. **Approval of Service Delivery Plans.** Approval of the Fall, Spring and Summer Service Delivery Plans will be made within two weeks of submittal to the school Principal. The CIS-SA Projects will be included in the Campus Improvement Plan.
4. **Campus Crisis Management Team.** Each school Principal shall provide the CIS-SA Site Coordinator with the names and responsibilities of the Campus Crisis Management Team and update that information continually.
5. **Reporting Obligations.**
 - (a) In accordance with state law and SAISD policy, SAISD will investigate and, if required, report to the appropriate authorities any cases presented to SAISD by CIS-SA under Section B.5 of this Agreement. SAISD and CIS-SA agree that nothing contained in this Agreement will create (1) any additional responsibilities to or liabilities for any third party on the part of SAISD or CIS-

SA; or (2) a contractual relationship or a cause of action in favor of a third party against either SAISD or CIS-SA.

(b) SAISD will notify the CIS-SA/SAISD Project Manager of any incident or allegation involving CIS-SA personnel, in addition to any actions taken as required by law or district policy.

(c) The school Principal and/or designee shall inform the CIS-SA Site Coordinator in writing of any and all developments, policy changes or other issues arising within SAISD or the school that directly affect or have the potential to affect the provisions of this Agreement or the operation of the CIS-SA Project. In addition, CIS-SA Site Coordinators will be trained on all Campus Emergency Response Plans.

6. **Coordination of Services.** The campus Counselor and/or designee will conduct coordination of services meetings to include the CIS-SA Site Coordinators and campus-based entities that provide counseling and social services.

7. **Student Information and Data.** Pursuant to the TEC, §33.154(a)(7)(B), each school district that participates in a CIS program shall provide to the local CIS or developing program necessary student information and data for each student whose parent or legal guardian has authorized in writing that educational records be shared with the CIS program and the Texas Education Agency (“TEA”). Such information and data may include records on a student’s academic achievement, promotion, attendance, disciplinary referrals, free/reduced-price lunch status, at-risk status, or health-related information in accordance with the written authorization obtained by the local CIS program from the student’s parent or legal guardian. *CIS Site Coordinators, Senior Site Coordinators and Clinical Counselors will access and utilize the SAISD Student Support Communications Tracker and/or the Branching Minds platform for continuity of care and data capture to support SAISD students. Each student contact will be recorded in the SAISD data collection tool.* Upon request, CIS-SA staff will provide names and student ID numbers of students served at each campus.

8. **FERPA School Official Exemption.** To the extent CIS-SA or CIS-SA staff gather data or records that are considered “education records” under FERPA without written parent consent pursuant to the “school official” exception in FERPA’s implementing regulations at 34 CFR 99.31(a)(1)(i), each school or school district that participates in a CIS program shall appropriately notify parents pursuant to FERPA’s implementing regulations at 34 CFR 99.7. A local CIS program or developing program may provide this information and data to the TEA in accordance with the grant application.

9. **CIS-SA Evaluation Tool.** The CIS-SA evaluation tool will be administered by the student’s CIS-SA Site Coordinator during the Term. Parents or guardians will be asked to review and sign a consent form that gives permission for participation in the CIS-SA Program and for their child to complete the evaluation tool. Using a

pretest/posttest measure, in addition to other data that CIS-SA may collect during the Term, CIS-SA will evaluate each CIS-SA Project. The evaluation tool will include but is not limited to teacher, guardian, or student self-reports on social and emotional development and behavioral health.

10. **CIS-SA Service Delivery Data.** SAISD may request, and CIS-SA will provide as soon as is practical, overall CIS-SA Project service delivery data for specified periods of time which has been maintained by CIS-SA in formats consistent with its organizational requirements.

Nothing herein shall prohibit SAISD from providing information to CIS-SA without parental permission when not otherwise prohibited under state or federal law or regulation.

This Agreement constitutes the full and total understanding and agreement of the Parties, and any modification, amendment or alteration hereof must be agreed in writing by all Parties hereto.

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

In the event any term, covenant, or condition herein contained shall be held to be invalid by any court of competent jurisdiction, such invalidity shall not affect any other term, covenant, or condition herein contained, provided that such invalidity does not materially prejudice either the SAISD or CIS-SA in their respective rights and obligations contained in the valid terms, covenants, or conditions hereof.

This Agreement is and will be governed by and construed in accordance with the laws of the State of Texas, without regard to its choice of law principles. The Parties consent to exclusive jurisdiction and venue of state court sitting in Bexar County, Texas.

IN WITNESS WHEREOF, this Agreement is effective on the last Date of Approval shown below.

COMMUNITIES IN SCHOOLS OF SAN ANTONIO

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

By _____
President/CEO

By _____
Interim Superintendent

Date of Approval: _____

Date of Approval: _____

Exhibit A
Form of Campus Agreement

[See Attached]



CIS-SA CAMPUS AGREEMENT

School Year 2026-2027

Exhibit A

To that certain Service Delivery Agreement dated as of [●], 2026, by and between San Antonio Independent School District and Communities In Schools of San Antonio

Form of Campus Agreement

This Campus Agreement (the “Campus Agreement”) is made and entered into this [●] day of [●], 2026, by and between [●] Independent School District (hereinafter referred to as “[●]ISD”), and Communities In Schools of San Antonio (hereinafter referred to as “CIS-SA”), a nonprofit corporation located at 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217. [●]ISD and CIS-SA are collectively referred to as the “Parties” and individually as a “Party.”

WHEREAS, pursuant to that certain Service Delivery Agreement dated [●], 2026 (the “Agreement”) by and between [●]ISD and CIS-SA, CIS-SA has agreed to provide certain CIS-SA approved services and resources into the identified campus settings to attempt to facilitate the academic and personal success of students experiencing the effects of at-risk environments by providing a range of services to those students upon the terms and conditions set forth therein;

WHEREAS, capitalized terms used in this Campus Agreement and not otherwise defined herein shall have the meanings given such terms in the Agreement; and

WHEREAS, in connection with the Agreement, CIS-SA has agreed to, and [●]ISD desires that CIS-SA, provide or cause to be provided certain Services (as defined below) during the Term (as defined below), upon the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the premises, the covenants set forth below and the benefits to be derived, the Parties agree as follows:

1. Services; Services Standard.

- (a) Pursuant to the terms of this Agreement, CIS-SA agrees to provide, or cause to be provided, for the benefit of [●]ISD and each CIS-SA Project, the services described in Exhibit A (each category of services, a “Service Category” and all such Service Categories, collectively, the “Services”) during the Term (as defined below).
- (b) Notwithstanding anything to the contrary contained in this Agreement, CIS-SA shall not have any obligation to: (i) provide any services that do not comport with CIS-SA Standards, incorporated by reference under the Agreement or (ii) provide any services outside the scope of the Services.

Campus Name: Enter text.

CIS-SA Site Staff Name: Enter text.

CIS-SA Affiliate Name: San Antonio

The CIS-SA mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS-SA works in collaboration with school personnel to develop and provide a comprehensive Integrated Student Support (ISS) program uniquely tailored to address unmet academic, attendance, behavioral and social service needs at each campus. CIS-SA staff complete a thorough campus needs assessment to identify campus needs, gaps in service, available resources, and the goals and priorities of the campus administration. CIS-SA staff use this information to then develop a plan of service to address

CIS-SA CAMPUS AGREEMENT

School Year 2026-2027

identified needs. In partnership with community providers, professional CIS-SA staff will provide and coordinate a range of intentionally targeted services that are available to all students on campus and to a smaller cohort of “case-managed” students to ensure all students consistently come to school ready to learn and remain on the path to graduation.

As part of the ISS model, CIS-SA site staff will connect the school and students with a variety of services in the following tiers of support to address campus goals and individual student needs.

- **Tier I:** Schoolwide services that are universally available or given to large groups of students. These activities are given to a combination of CIS-SA case-managed students and non-CIS-SA case-managed students.
- **Tier II:** Targeted services given to students and/or families/guardians with a common goal or need, commonly received in a group setting. Tier II services are typically only given to CIS-SA case-managed students/families.
- **Tier III:** Intensive, individualized services typically provided in a one-on-one setting to a student and/or a family/guardian to address a highly specific need. Tier III services are typically only given to CIS-SA case-managed students/families.

The Campus Needs Assessment and Campus Service Delivery Plan are developed to identify the assets, needs, and risk factors of the students and the campus, to identify the goals and priorities of campus administration, and to document CIS-SA’ planned activities to address the identified needs. The CIS-SA staff will involve the school administration in this process by seeking input into the needs assessment, identifying campus priorities and appropriate campus goals for CIS-SA to focus on, collaborating on planned services, requesting recommendations of students for case management that are aligned to campus goals, and obtaining approval within this agreement. The Campus Service Delivery Plan will be kept current throughout the year and reflect modifications to planned services in response to the ongoing, changing needs of the campus, students, and families.

Background on Integrated Student Supports and CIS-SA Case Management

As described above, CIS-SA staff will work with all students on campus through providing Tier I services that are universally available. In collaboration with school personnel, CIS-SA staff will also identify a smaller targeted cohort of students to “case manage” during the school year. These are students with more individualized needs who could benefit from intensive Tier II and Tier III services. CIS-SA staff can receive recommendations of students needing additional support from various sources, and once a recommendation is received, a signed Parent Consent-Release of Information (PC-ROI) form is obtained giving permission for CIS-SA to serve the student and access FERPA protected student information. If the student is eligible for CIS-SA services, CIS-SA staff will conduct a thorough assessment to determine the student’s needs and then develop a unique service plan to address identified needs, build skills and remove barriers. As CIS-SA staff provide services, they will monitor the progress of each case-managed student throughout the year and modify services as necessary to ensure each student makes progress toward their academic, attendance and/or behavioral goals. At the end of the school year, CIS-SA staff will review school data and other objective data sources to determine the status of each case-managed student (e.g., promoted, graduated) and if they made progress on their goals.

CIS-SA Field Manager, Site Staff, and Campus Administration must review all items included below. Additional items can be included at the discretion of the CIS-SA affiliate or a Campus Administrator.

1. Access to student data/information (i.e. at-risk list, STAAR scores, online student data system, etc.). All student information will be treated as confidential and handled per federal and state laws, specifically FERPA and HIPAA: Enter text.

Specific Data Requested:

Date of Expected Receipt of Data:

2. Role of CIS-SA within Campus Improvement Plan: Enter text.

CIS-SA CAMPUS STAKEHOLDER MEETING PLANNER & SUMMARY

School Year 2026-2027

3. Designate campus staff (School Support Team) CIS-SA will coordinate with and how they will support this plan: Enter text.
4. Expected reporting and communication to principal and School Support Team: Enter text.
5. Student Recommendation Process: Enter text.
6. Access to school facilities after hours: Enter text.
7. Access to students to provide CIS-SA services: Enter text.
8. Attendance at faculty meetings: Enter text.
9. CIS-SA identification on campus (logo, signage): Enter text.
10. CIS-SA communication with faculty: Enter text.
11. CIS-SA office space and use of equipment: Enter text.
12. CIS-SA procedure for reporting abuse: Enter text.
13. CIS-SA-related meetings and trainings: Enter text.
14. CIS-SA role in school crisis situations: Enter text.
15. Criminal background check requirements for CIS-SA mentors/volunteers: Enter text.
16. Dress code: Enter text.
17. Duties not related to CIS-SA: Enter text.
18. Hiring, supervision, and evaluation of CIS-SA staff: Enter text.
19. Phone and Internet access for the CIS-SA Office: Enter text.
20. Office Hours for CIS-SA: Enter text.
21. Transportation policy for CIS-SA: Enter text.
22. Summer Plan: Enter text.
23. Other: Enter text.

Except for and without limiting either [●]ISD's or CIS-SA's rights or obligations under the Agreement, this Campus Agreement supersedes all prior discussions, communications and agreements (whether oral or written) between the Parties with respect to its subject matter and constitutes (along with the documents referred to in this Campus Agreement) a complete and exclusive statement of the terms of the agreement between the Parties with respect to its subject matter. This Campus Agreement may not be amended or otherwise modified except by a written agreement executed by both Parties. No representation, promise, inducement or statement of intention with respect to the subject matter of this Campus Agreement has been made by either Party that is not embodied in this Campus Agreement together with the documents, instruments and writings that are delivered pursuant hereto, and neither Party shall be bound by or liable for any alleged representation, promise, inducement or statement of intention not so set forth. In the event of a conflict between the terms and provisions of this Campus Agreement and the terms and provisions of the Agreement, the terms and provisions of the Agreement shall govern, control and prevail.

This is a non-financial agreement, which is effective from [●], to [●] (the "Term"). By signature, the school administrator and CIS-SA staff acknowledge a review of the Campus Needs Assessment, Campus Goals Plan and Campus Service Delivery Plan and agree on the proposed service activities and the items documented in this Campus Agreement.



CIS-SA CAMPUS AGREEMENT
School Year 2026-2027

CIS-SA Site Staff Signature	Date	School Administrator Signature	Date
_____	_____		
CIS-SA Management Staff Signature	Date		

CIS-SA CAMPUS AGREEMENT

School Year 2026-2027

Meet with key stakeholders to obtain information about student and campus needs, introduce CIS-SA, and build relationships. Document each school staff member's name, date of meeting, and any additional notes. Include an **"SST"** next to the names of the school staff who are considered part of the CIS-SA "school support team." Also, collect input from students, parents, teachers, and other stakeholders, as needed.

Staff Title and Name (N)	Date of Meeting	Notes
Principal Name:		
Associate Principal Name:		
Assistant Principal Name:		

Document the top themes and priorities heard from conversations with each stakeholder group below.

School Administration	Teachers	School Support Staff	Parents	Students
1. [●]	1. [●]	1. [●]	1. [●]	1. [●]
2. [●]	2. [●]	2. [●]	2. [●]	2. [●]
3. [●]	3. [●]	3. [●]	3. [●]	3. [●]
4. [●]	4. [●]	4. [●]	4. [●]	4. [●]

CIS-SA CAMPUS AND COMMUNITY RESOURCE PARTNER/PROVIDER LIST

School Year 2025-2026

Use this form to document the service providers, relevant extra-curricular sponsors, and resource contacts available on campus and in the community that CIS-SA will access to support students and families. This form should be updated every year to ensure all information is correct and up to date. Document if a current written agreement is in place with each resource.

Name of Resource / Partner	Type of Service		Contact Person and Information	Written Agreement with CIS-SA?
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐
	☐ Tier I ☐ Tier II	☐ Tier III ☐ Referral		Y ☐ N ☐

Campus Needs Assessment

School Year 2026-2027

Document the unmet needs of the campus identified through conversations with stakeholders and a review of campus data. Type in additional needs if not included in the dropdown list. Indicate if this need is a priority of the principal or the Campus Improvement Plan (CIP). Indicate which needs CIS-SA will plan to address.

CIS-SA is not required to address all needs identified, even if the need remains unmet.

Academic Needs

Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	

Attendance Needs

Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	

College and Career Readiness Needs

Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	

Family Engagement Needs

Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	

CIS-SA CAMPUS NEEDS ASSESSMENT

School Year 2025-2026

Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Mental & Behavioral Health Needs				
Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
School Climate Needs				
Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Social Service Needs				
Need Present on Campus	Is this need a priority of the Principal or CIP?	Are providers other than CIS-SA currently trying to address this need?	Will CIS-SA plan to address this need?	Comments
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	
Choose an item.	Y ☐ N ☐	Y ☐ N ☐	Y ☐ N ☐	

Campus Needs Assessment

School Year 2026-2027

Measurable Campus Goals and Monitoring Plan

Based on conversations with campus administration, a review of the Campus Improvement Plan (CIP) and the needs documented on the Campus Needs Assessment, identify at least one measurable campus goal that CIS-SA will work to positively impact through the Tier I (school-wide) and Tier II and Tier III (case management) services proposed on the CIS-SA Campus Service Delivery Plan.

Ideally, this is a goal that campus or district leadership has already prioritized and is monitoring.

Document the current Baseline Goal Metric (e.g., what the current status is for the campus goal) and the Target Goal Metric (e.g., what you expect the campus goal to be after being addressed) in quantifiable terms (e.g., numbers, percentages). Document the source of data used to measure the campus goal. Document the plan / expected timeframe for collecting and monitoring campus goal data and progress throughout the year.

Campus Goal	Baseline Goal Metric	Target Goal Metric	Data Source	Monitoring Plan	Comments

CIS-SA CAMPUS NEEDS ASSESSMENT

School Year 2025-2026

Campus Awareness Policies

Policies	Describe how the school addresses this policy.
Anti-bullying policy	
Discipline management plan	
School safety	
Student harassment policies	
Violence prevention policy	
Other:	
Other:	
Protocols	Describe the way in which the district/school handles these protocols
Volunteer & Community Partner Background Check	
Child Abuse Reports	
Threats of harm to self	
Peer Violence/Threat of harm to others	
Pregnancy	
Student under the influence of drugs or alcohol	
Fire & Emergency Drills	
Whole School Crisis	
Others (Please include how school is providing virtual learning to students)	

Campus Benchmark Schedule

Use this form to document the benchmark data collected by grade level, the benchmark testing schedule for the school year, and how CIS-SA can access this information. This form should be updated throughout the year to ensure all information is correct and up to date.

Campus Needs Assessment

School Year 2026-2027

Grade Level (K-12)	Benchmark Test Name	Administration Schedule (Dates, Times)	Data Collected / Scoring Summary (e.g., how scored: number/letter?)	How to Access Data (Where is benchmark data stored? What is process for access?)

Exhibit A

CAMPUS SERVICE DELIVERY PLAN

School Year 2026-2027

Based on the needs identified in the Campus Needs Assessment and the Campus Goal(s), document in detail the services that CIS-SA plans to provide or coordinate this year. Document each service individually, and for each service, select the specific need the service is intended to address. Document if the service is associated with a Campus Goal. Provide sufficient detail so it is clear what CIS-SA is proposing to do, what students are to be served, when the service will occur, and who will be providing the service. Indicate the service type for each planned service (i.e., Tier I, Tier II, Tier III, Indirect). Document the specific service code(s) that will be used to document each service in the CIS-SA database.

Need Area Addressed (from Needs Assessment)	Associated Campus Goal (if applicable)	Service / Activity Description	Service Type	Service Code(s)	Projected Number and Description of Participants	Date / Frequency of Service / Activity	Provider/Resources
Choose an item.	Choose an item.	Activity: Click or tap here to enter text. Description and Agenda: Click or tap here to enter text.	☐ Tier I ☐ Tier II ☐ Tier III ☐ Indirect	Service Component: Choose an item.	Projected Number of Participants: Click or tap here to enter text. Description: Click or tap here to enter text.	Date Completed: Click or tap here to enter text. # of Participants: Click or tap here to enter text.	
Choose an item.	Choose an item.	Activity: Click or tap here to enter text. Description and Agenda: Click or tap here to enter text.	☐ Tier I ☐ Tier II ☐ Tier III ☐ Indirect	Service Component: Choose an item.	Projected Number of Participants: Click or tap here to enter text. Description: Click or tap here to enter text.	Date Completed: Click or tap here to enter text. # of Participants: Click or tap here to enter text.	

CAMPUS SERVICE DELIVERY PLAN

School Year 2026-2027

Based on the needs identified in the Campus Needs Assessment and the Campus Goal(s), document in detail the services that CIS-SA plans to provide or coordinate this year. Document each service individually, and for each service, select the specific need the service is intended to address. Document if the service is associated with a Campus Goal. Provide sufficient detail so it is clear what CIS-SA is proposing to do, what students are to be served, when the service will occur, and who will be providing the service. Indicate the service type for each planned service (i.e., Tier I, Tier II, Tier III, Indirect). Document the specific service code(s) that will be used to document each service in the CIS-SA database.

Need Area Addressed (from Needs Assessment)	Associated Campus Goal (if applicable)	Service / Activity Description	Service Type	Service Code(s)	Projected Number and Description of Participants	Date / Frequency of Service / Activity	Provider/Resources
Choose an item.	Choose an item.	Activity: Click or tap here to enter text. Description and Agenda: Click or tap here to enter text.	☐ Tier I ☐ Tier II ☐ Tier III ☐ Indirect	Service Component: Choose an item.	Projected Number of Participants: Click or tap here to enter text. Description: Click or tap here to enter text.	Date Completed: Click or tap here to enter text. # of Participants: Click or tap here to enter text.	
Choose an item.	Choose an item.	Activity: Click or tap here to enter text. Description and Agenda: Click or tap here to enter text.	☐ Tier I ☐ Tier II ☐ Tier III ☐ Indirect	Service Component: Choose an item.	Projected Number of Participants: Click or tap here to enter text. Description: Click or tap here to enter text.	Date Completed: Click or tap here to enter text. # of Participants: Click or tap here to enter text.	

Exhibit A

CAMPUS SERVICE DELIVERY PLAN

School Year 2026-2027

Based on the needs identified in the Campus Needs Assessment and the Campus Goal(s), document in detail the services that CIS-SA plans to provide or coordinate this year. Document each service individually, and for each service, select the specific need the service is intended to address. Document if the service is associated with a Campus Goal. Provide sufficient detail so it is clear what CIS-SA is proposing to do, what students are to be served, when the service will occur, and who will be providing the service. Indicate the service type for each planned service (i.e., Tier I, Tier II, Tier III, Indirect). Document the specific service code(s) that will be used to document each service in the CIS-SA database.

Need Area Addressed (from Needs Assessment)	Associated Campus Goal (if applicable)	Service / Activity Description	Service Type	Service Code(s)	Projected Number and Description of Participants	Date / Frequency of Service / Activity	Provider/Resources
Choose an item.	Choose an item.	Activity: Click or tap here to enter text. Description and Agenda: Click or tap here to enter text.	☐ Tier I ☐ Tier II ☐ Tier III ☐ Indirect	Service Component: Choose an item.	Projected Number of Participants: Click or tap here to enter text. Description: Click or tap here to enter text.	Date Completed: Click or tap here to enter text. # of Participants: Click or tap here to enter text.	

173

SAISD Staff Allocation Worksheet 2026-2027

School		No. of Site Coordinators		
Beacon Hill	Academy	0.5	\$ 20,000.00	
Crockett	Academy	1	\$ 40,000.00	
Hawthorne	Academy	1	\$ 40,000.00	
Herff	Elementary	1	\$ 40,000.00	
MLK	Academy	1	\$ 40,000.00	
Smith	Elementary	0.5	\$ 20,000.00	
Briscoe	Elementary	1	\$ 40,000.00	
Carroll	Elementary	1	\$ 20,000.00	Additional 0.5
DeZavala	Elementary	1	\$ 40,000.00	
JT Brack	Elementary	1	\$ 40,000.00	
Lowell @ Kelly	Academy	0.5	\$ 20,000.00	
Margil	Elementary	1	\$ 40,000.00	
Maverick	Elementary	1	\$ 40,000.00	
Sarah King	Elementary	1	\$ 40,000.00	
Hillcrest	Elementary	1	\$ 40,000.00	
Madison	Elementary	1	\$ 40,000.00	
Lanier	High School	1	\$ 40,000.00	
Hot Wells	Middle	1	\$ 40,000.00	
Poe	Middle	1	\$ 40,000.00	
Edison	High School	0.5		CIS Funded
Highlands	High School	0.5		CIS Funded
Schenck	Elementary	1	\$ -	CIS Funded
Total Cost		19.5	\$ 680,000	

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Service Delivery Agreement (SDA) Between SAISD and Communities in School of San Antonio Domestic Violence (DV) Clinical Counseling Program

PURPOSE: [] PRESENTATION/DISCUSSION
[X] DISCUSSION/ACTION

REQUESTED BY: Dr. Shawn Bird, Deputy Superintendent

PRESENTER: Victoria Bustos, Assistant Superintendent of Student Support

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the Service Delivery Agreement between SAISD and Communities in Schools of San Antonio (CIS-SA) Domestic Violence (DV) Clinical Counseling program for the 2026-2027 school year. This agreement includes services provided to students under the general service delivery agreement. The CIS-SA DV Clinical Counseling Program will provide clinical counseling services in SAISD.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Recommend that the Board approves the SDA with CIS-SA DV Clinical Counseling program for the 2026-2027 school year.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

Services are provided at no cost to the District and are valued at approximately \$103, 000.

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☒ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☐ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



BOARD AGENDA CLARIFICATIONS

Provide this information for Board Agenda Items involving a MOU/SDA/Agreement, etc.

Department:	Student & Academic Support Services
Board Meeting Date:	July 20, 2026
Agenda Title:	Approval of the Service Delivery Agreement (SDA) Between SAISD and Communities in School of San Antonio Domestic Violence (DV) Clinical Counseling Program
Presenter:	Victoria Bustos, Assistant Superintendent of Student Support
Cost and Funding Source:	N/A
If no cost to the District, what is the approximate value of goods/services being provided?	Services are provided at no cost to the District and are valued at approximately \$103, 000.
This MOU addresses the following:	☐ Academics ☒ Attendance ☒ Behavior ☒ Mental Health

IMPACT & COST

Number of Students	Number of Teachers	Number of Campuses	Cost Per Student	Cost Per Teacher	Cost Per Campus
200	N/A	74	N/A	N/A	N/A

SUPPORTING DATA

Include Pertinent Data and Information (Year, Value Added, & Results/Findings)

Questions to consider: If a renewal, include historical data that supports the renewal and continued partnership If a new partnership, why are we participating in the new program or partnership?	Is this a renewal? ☒ Yes ☐ No CIS-SA Domestic Violence (DV) Clinical Counseling Program has demonstrated a meaningful and sustained impact within SAISD. Last year, the DV Clinical Counseling program served 200 students, providing licensed, trauma-informed counseling and mental health support to students affected by domestic violence on SAISD campuses. The demand for services reflects both the ongoing need within the district and the effectiveness of embedding clinical services within the school setting.
---	---

**SERVICE DELIVERY AGREEMENT
BY AND BETWEEN
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
as Service Recipient
AND
COMMUNITIES IN SCHOOLS OF SAN ANTONIO
as Service Provider**

This Service Delivery Agreement (as may be amended and supplemented from time to time, the “Agreement”), dated as of May 28, 2026, for the period indicated herein, by and between the **San Antonio Independent School District** (“SAISD” or “Service Recipient”), and **Communities In Schools of San Antonio** (“CIS-SA” or “Service Provider”), a nonprofit corporation located at 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217, sets out to establish the relationships and responsibilities of both parties in the implementation of a Domestic Violence Clinical Counseling Program Scope of Work, substantially in the form attached hereto as Exhibit A, including Service Delivery Plans thereunder, and certain supplemental projects as may be provided within the Scope of Services with respect to Domestic Violence Counseling SAISD school campuses (each school campus being an “CIS-SA Project” and all SAISD school campuses being the “CIS-SA Projects”). Dr. Jaime Aquino, Superintendent of Schools, ratifies and affirms the provisions, relationships and responsibilities set out herein on behalf of the SAISD Board of Trustees by his execution of this Agreement. SAISD and CIS-SA shall each be referred to as a “Party” and together, the “Parties.”

WHEREAS it is the intent of the Parties hereto to bring the services and resources contemplated hereunder to the identified school settings in an effort to facilitate the academic and personal success of students experiencing the effects of at-risk environments; and

WHEREAS it is the intent of the Parties hereto to maintain a cooperative, interactive and supportive relationship among and between the Parties for the benefit of the students served;

NOW, THEREFORE, in consideration of the mutual covenants and fees provided for herein, the receipt and sufficiency of which is hereby acknowledged, the Parties to this Agreement agree to the following:

A. The Parties mutually agree as follows:

1. **Term; Termination.** The term of this Agreement shall be July 1, 2026 through June 30, 2027 (the “Term”). This Agreement may be terminated by either Party upon providing written notice to the other Party thirty days in advance of termination. If either Party terminates the Agreement, CIS-SA’s performance obligations shall immediately cease and CIS-SA shall be entitled to receive compensation for services performed and related costs incurred up to the date of termination. If termination occurs in the middle of the payment period, compensation shall be prorated against the monthly payment next due in relation to the services performed and related costs incurred by CIS-SA under this

Agreement.

2. Relationship of the Parties.

- (a) CIS-SA will approve and assign CIS-SA employees and agency repositioned staff to designated CIS-SA Projects. While assigned to each CIS-SA Project, (i) CIS-SA personnel remain the employees of CIS-SA, (ii) agency repositioned staff remain the employees of the assigning agency, (iii) both CIS-SA employees and agency repositioned staff remain under the direct supervision of the assigned CIS-SA supervisor and (iv) the actions of all CIS-SA employees and repositioned staff are carried out under the auspices of CIS-SA supervisors and the Campus Principal in accordance with the mutually agreed Scope of Work for the school year. CIS-SA staff shall follow procedures for disciplinary action and grievance outlined in the CIS-SA personnel policies and consistent with state law and SAISD district policy.
- (b) It is understood and agreed that CIS-SA is an independent contractor, that all personnel retained by CIS-SA or assigned by CIS-SA to designated CIS-SA Projects shall not for any purpose be deemed employees or agents of SAISD and that nothing in this Agreement is intended and nothing shall be construed to create an agency, employer/employee, partnership, joint venture or other similar relationship between CIS-SA and SAISD. CIS-SA assumes full responsibility for the actions of CIS-SA personnel while performing any services incident to this Agreement, and CIS-SA shall remain solely responsible for their supervision, daily direction and control, payment of salary, including withholding of income taxes and social security, worker's compensation, disability benefits and like requirements and obligations. In no event shall SAISD be liable for any action of officials, agents, administrators or employees of CIS-SA. CIS-SA will not be required to provide any Services the provision of which would violate any applicable laws, including the Federal Educational Rights and Privacy Act (“FERPA”) and other laws relating to student records and the privacy of personal information of students, or applicable agreements.

3. Governing Authority; Compliance with Laws.

- (a) CIS-SA shall follow national, state and local CIS policies and ethical standards for service provision, as well as applicable written SAISD policies and regulations that have been provided to CIS-SA, with the condition that more restrictive SAISD policies and regulations (legal and local) have priority application under the terms of this Agreement.
- (b) Both Parties shall follow all applicable federal, state, and local laws and regulations, including laws relating to student records and the privacy of personal information of students, including but not limited to FERPA.

4. **Scope of Work and Service Delivery Plan.** CIS-SA and each SAISD school campus may enter into a Scope of Work, substantially in the form attached hereto as Exhibit A, including Service Delivery Plans thereunder. Pursuant to each Scope of Work, each semester CIS-SA and the applicable SAISD campus will mutually agree on the scope and implementation of services and resources for the Fall, Spring and Summer semester, which will be documented in a Service Delivery Plan, substantially in the form attached to the Scope of Work in Exhibit A. CIS-SA will submit, on a per-semester basis, a Service Delivery Plan to the school Principal for review, discussion and approval. The Scope of Work and Service Delivery Plan will specify the CIS-SA Project activities that are aligned to the individual campus needs and that CIS-SA will undertake in the upcoming semester (the “Services”).
5. **Coordination of Services.** The CIS-SA site staff, the school Principal, and the school’s site-based decision-making committee shall proceed in a joint coordination of Services. Communication between these entities will be ongoing to address case management and other programmatic issues. In order to promote awareness and presence of CIS-SA Services on campus, SAISD will permit CIS-SA staff to wear collared CIS-SA branded or co-branded articles outside of spirit days and/or “casual” Friday.

B. CIS-SA agrees to undertake the following:

1. **Scope of Services.** Under this Agreement, “Scope of Services” shall mean CIS-SA’s provision of a range of integrated student support services for identified students including:
 - (a) counseling and/or supportive guidance;
 - (b) education and academic enhancement activities;
 - (c) parental and family involvement activities;
 - (d) health and social service referrals;
 - (e) pre-employment skills training and career awareness activities; and
 - (f) educational and cultural enrichment opportunities.

During state mandated testing, CIS-SA will be available to support the school with student and family issues that may arise. The term “Scope of Services” shall expressly exclude additional duties that are normally assigned to school personnel (administrative, clerical, test prompter/administrator, specific campus assignments or otherwise) and/or are otherwise outside the scope of this Agreement.

2. **Additional Services.** From time to time, SAISD may desire additional services from CIS-SA not specifically addressed herein. Any such additional services shall be requested by SAISD in writing. If CIS-SA, in its sole discretion, agrees to provide such additional services, such additional personnel and resources for the benefit of students will, upon the mutual agreement in writing by the Parties at the time, be considered part of this Agreement (including the Scope of Work, Service

Delivery Plan or other supplemental project documentation, as applicable) and will thereafter be deemed to be “Services” for the purposes of this Agreement.

3. **Student Case Files.** CIS-SA maintains and retains case files on each assigned student containing all relevant data requisite to the case and to CIS-SA Project criteria. Case records will only be released in accordance with the Confidentiality of Mental Health Information statutes under Texas Civil Law, FERPA, and other applicable state and federal law.
4. **CIS-SA Project Oversight.** CIS-SA agrees to provide management, administrative, logistical and technical support to each CIS-SA Project to ensure the success of the CIS-SA Project’s service delivery initiatives. The CIS-SA Site Coordinator, under the supervision of the CIS-SA supervisor and in cooperation with the CIS-SA Management Team (under the direction of the CIS-SA President/CEO and Board of Directors), is responsible for oversight of CIS-SA Project activities.
5. **Reporting Obligations.** CIS-SA shall notify the school Principal, Counselor, and appropriate legal authorities, as per applicable federal, state and local laws, policies and procedures, cases presented to CIS-SA staff that involve the following issues: (a) suicide threats; (b) violent behavior; (c) child abuse or neglect; (d) sexual abuse or harassment; (e) legal custody; or (f) drugs or weapons. The Principal, Counselor and/or other school staff will assume responsibility for handling cases involving the aforementioned issues, however, CIS-SA shall assist in the resolution of any collateral issues when requested by the Principal and/or Counselor, as appropriate.
6. **Data Collection in Emergencies.** To the extent permitted by applicable laws, including in emergency situations, CIS-SA may gather data on and provide services to students without written parent consent when acting at the request and on the behalf of the school and/or district. CIS-SA will ensure written consent has been obtained from the student’s parent, guardian or managing conservator to the extent required by Section 38.010 of the Texas Education Code before on-going services are rendered, or as otherwise required by applicable laws, including FERPA.
7. **Background Investigations.** CIS-SA agrees to comply with criminal history background investigations, including school district fingerprint checks, for all agency staff pursuant to Texas Education Code 22.0834 and 22.08341. All volunteers (excluding one-time event volunteers) will also undergo a criminal history check prior to being assigned to a CIS-SA campus. CIS-SA staff will be subject to any other internal security procedures used by SAISD. In the event SAISD’s criminal history check conducted on any CIS-SA employee results in such employee not being able to begin or continue their placement at SAISD due to their criminal history, SAISD shall immediately notify CIS-SA that a criminal history check was conducted and that such employee’s placement is to be terminated on the basis of such criminal history check.

C. SAISD agrees to undertake the following:

1. **Office Space.** SAISD will provide office space with telephone service, access to copy and fax machines, a designated computer, access to available intranet and/or internet capabilities, necessary office furniture, and equipment sufficient to facilitate the efficient delivery of services to students within the CIS-SA Project. In addition, SAISD will provide a secure office space conducive to accommodate confidential services.
2. **Approval of Service Delivery Plans.** Approval of the Fall, Spring and Summer Service Delivery Plans will be made within two weeks of submittal to the school Principal. The CIS-SA Projects will be included in the Campus Improvement Plan.
3. **Campus Crisis Management Team.** Each school Principal shall provide the CIS-SA Site Coordinator with the names and responsibilities of the Campus Crisis Management Team and update that information continually.
4. **Reporting Obligations.**
 - (a) In accordance with state law and SAISD policy, SAISD will investigate and, if required, report to the appropriate authorities any cases presented to SAISD by CIS-SA under Section B.5 of this Agreement. SAISD and CIS-SA agree that nothing contained in this Agreement will create (1) any additional responsibilities to or liabilities for any third party on the part of SAISD or CIS-SA; or (2) a contractual relationship or a cause of action in favor of a third party against either SAISD or CIS-SA.
 - (b) SAISD will notify the CIS-SA Chief Executive Officer of any incident or allegation involving CIS-SA personnel, in addition to any actions taken as required by law or district policy.
 - (c) The school Principal and/or designee shall inform the CIS-SA Site Coordinator in writing of any and all developments, policy changes or other issues arising within SAISD or the school that directly affect or have the potential to affect the provisions of this Agreement or the operation of the CIS-SA Project. In addition, CIS-SA Site Coordinators will be trained on all Campus Emergency Response Plans.
5. **Coordination of Services.** The campus Counselor and/or designee will conduct coordination of services meetings to include the CIS-SA Site Coordinators and campus-based entities that provide counseling and social services.
6. **Student Information and Data.** Pursuant to the TEC, §33.154(a)(7)(B), each school district that participates in a CIS program shall provide to the local CIS or developing program necessary student information and data for each student whose parent or legal guardian has authorized in writing that educational records be shared with the CIS program and the Texas Education Agency (“TEA”). Such

information and data may include records on a student's academic achievement, promotion, attendance, disciplinary referrals, free/reduced-price lunch status, at-risk status, or health-related information in accordance with the written authorization obtained by the local CIS program from the student's parent or legal guardian.

7. **FERPA School Official Exemption.** To the extent CIS-SA or CIS-SA staff gather data or records that are considered "education records" under FERPA without written parent consent pursuant to the "school official" exception in FERPA's implementing regulations at 34 CFR 99.31(a)(1)(i), each school or school district that participates in a CIS program shall appropriately notify parents pursuant to FERPA's implementing regulations at 34 CFR 99.7. A local CIS program or developing program may provide this information and data to the TEA in accordance with the grant application.
8. **CIS-SA Evaluation Tool.** The CIS-SA evaluation tool will be administered by the student's CIS-SA Site Coordinator during the Term. Parents or guardians will be asked to review and sign a consent form that gives permission for participation in the CIS-SA Program and for their child to complete the evaluation tool. Using a pretest/posttest measure, in addition to other data that CIS-SA may collect during the Term, CIS-SA will evaluate each CIS-SA Project. The evaluation tool will include but is not limited to teacher, guardian, or student self-reports on social and emotional development and behavioral health.
9. **CIS-SA Service Delivery Data.** SAISD may request, and CIS-SA will provide as soon as is practical, overall CIS-SA Project service delivery data for specified periods of time which has been maintained by CIS-SA in formats consistent with its organizational requirements.

Nothing herein shall prohibit SAISD from providing information to CIS-SA without parental permission when not otherwise prohibited under state or federal law or regulation.

This Agreement constitutes the full and total understanding and agreement of the Parties, and any modification, amendment or alteration hereof must be agreed in writing by all Parties hereto.

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

In the event any term, covenant, or condition herein contained shall be held to be invalid by any court of competent jurisdiction, such invalidity shall not affect any other term, covenant, or condition herein contained, provided that such invalidity does not materially prejudice either the SAISD or CIS-SA in their respective rights and obligations contained in the valid terms, covenants,

or conditions hereof.

This Agreement is and will be governed by and construed in accordance with the laws of the State of Texas, without regard to its choice of law principles. The Parties consent to exclusive jurisdiction and venue of state court sitting in Bexar County, Texas.

IN WITNESS WHEREOF, this Agreement is effective on the last Date of Approval shown below.

COMMUNITIES IN SCHOOLS OF SAN ANTONIO

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

By _____
President/CEO

By _____
Interim Superintendent

Date of Approval: _____

Date of Approval: _____

Exhibit A
Form of Scope of Work

[See Attached]



CIS-SA Scope of Work

School Year 2026-2027

This Domestic Violence Clinical Counseling Program (the “DV Program”) is made and entered into this [●] day of [●] 2026, by and between **San Antonio ISD** (hereinafter referred to as “**SAISD**”), and **Communities In Schools of San Antonio** (hereinafter referred to as “**CIS-SA**”), a nonprofit corporation located at 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217. **SAISD** and CIS-SA are collectively referred to as the “Parties” and individually as a “Party.”

WHEREAS, pursuant to that certain Service Delivery Agreement dated [●] [●], 2026 (the “Agreement”) by and between **SAISD** and CIS-SA, CIS-SA has agreed to provide certain CIS-SA approved services and resources into the identified campus settings to attempt to facilitate the academic and personal success of students experiencing the effects of at-risk environments by providing a range of services to those students upon the terms and conditions set forth therein;

WHEREAS, capitalized terms used in this Project Access and not otherwise defined herein shall have the meanings given such terms in the Agreement; and

WHEREAS, in connection with the Agreement, CIS-SA has agreed to, and **SAISD** desires that CIS-SA, provide or cause to be provided certain Services (as defined below) during the Term (as defined below), upon the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the premises, the covenants set forth below and the benefits to be derived, the Parties agree as follows:

- 1. Services; Services Standard.
 - (a) Pursuant to the terms of this Agreement, CIS-SA agrees to provide, or cause to be provided, for the benefit of **SAISD** and each CIS-SA Project, the services described in Exhibit A (each category of services, a “Service Category” and all such Service Categories, collectively, the “Services”) during the Term (as defined below).
 - (b) Notwithstanding anything to the contrary contained in this Agreement, CIS-SA shall not have any obligation to: (i) provide any services that do not comport with CIS-SA Standards or (ii) provide any services outside the Scope of Services (as defined under the Agreement).

Campus Name(s): VARIOUS

CIS-SA Staff Name: Enter text

CIS-SA Affiliate Name: San Antonio

PROGRAM: <u>Domestic Violence Clinical Counseling Program</u>
PROGRAM DESCRIPTION: The CIS-SA DV Program provides intensive counseling services over the course of the school year to students (and their families) who have been affected by domestic violence and/or traumatic experiences. Our licensed mental health clinicians who specialize in this program are available to provide counseling services to schools that may or may not have a CIS-SA Site Coordinator assigned to their campus and students referred to the DV Program do not need to be enrolled in CIS-SA prior to being referred to a CIS-SA licensed mental health clinician. The

CAMPUS SERVICE DELIVERY PLAN AT A GLANCE School Year 2026-2027

primary objective of this program is to bring counseling services to students at their school because many of the families impacted by domestic violence and/or traumatic experiences have a difficult time accessing outside counseling services due to money, transportation, time limitations, lack of adult support, and/or the stigma related to mental health.

SCOPE OF WORK (Project Summary/Abstract):

Main Objective: The CIS-SA DV Program's licensed mental health clinicians have a caseload of at least 25 students and 300 counseling sessions per school year.

Program Activities: The DV Program creates a cohesive system of mental healthcare for students, expanding access to counseling services by connecting social workers and community health providers to youth and families directly in school. CIS-SA's licensed mental health clinicians' partner with a school Point of Contact (POC) such as a CIS-SA Site Coordinator, school counselor, Family Engagement Coordinator, school administrator, etc. who work on-campus daily to identify high-risk youth and provide interventions tailored to their specific needs. Prior to submitting a referral, POC's must make initial parent/guardian and student contact to introduce Communities In Schools of San Antonio and the DV counseling program and to collect verbal confirmation that the parent/guardian and student are interested in participating. Once verbal consent is received, POC's will submit an Internal or Outside Agency Referral form from the CIS-SA database to the DV counselor before any clinical services may begin. Students are typically referred to clinical services who have self-disclosed or have a reported domestic violence incident and/or traumatic experience. Students may demonstrate warning signs of underlying mental health issues, from mood and behavioral changes to difficulty concentrating, intense feelings and harmful behavior. This program shall address personal, familial, or economic challenges that may impede the student's academic or mental health and wellness. All clinical staff are trained in Dialectical Behavior Therapy (DBT), a structured, skills-based therapy that is highly effective in helping students dealing with suicidal ideation, drug use and trauma. Counseling sessions may be in person, by telephone, or through virtual, HIPPA compliant, meeting platforms. Additionally, although our clinical staff typically work independently with their unique caseloads, when a crisis or tragedy occurs on a school campus, then our whole clinical team will deploy to the campus for a period of time to help both adults and students recover from the trauma they have experienced.

All programs and services are provided free of charge.

SERVICE PLAN:

Describe the program's service plan and hours of operation.

CIS-SA employs full-time, dedicated staff members – licensed mental health clinicians – to facilitate the following program services: Referral coordination and management, Intake and Assessment, Creation of Treatment Plan, Delivery of Student Sessions, Home Visits and Guardian Sessions, Monitoring and Adjustment of Services, and Evaluation.

Service Hours: M – F 8:00am – 4:30pm; occasional weekend and after-school hours

TARGET POPULATION:

CIS-SA Scope of Work

School Year 2026-2027

CIS-SA will recruit and accept referrals for clients affected by domestic violence and/or traumatic experiences enrolled in an SAISD school, regardless of insurance status. CIS-SA may receive referrals from external agencies, entities, or programs during the contract period to include youth serving agencies, the Handle with Care Program, or other healthcare or education professionals.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Resolution to Designate Investment Officers for the San Antonio Independent School District

PURPOSE: ☐ PRESENTATION/DISCUSSION
☒ DISCUSSION/ACTION

REQUESTED BY: Dorothy Carreon, Chief Financial Officer

PRESENTER: Dorothy Carreon

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the update to the Districts' Designated Investment Officers list in compliance with the Texas Public Funds Investment Act. The Public Funds Investment Act (Texas Government Code 2256.005, Subchapter A) requires the Board of Trustees to designate one or more investment officers to be responsible for the investment of its funds. Crystal Hermes, Velinda Salas and Shanna Toborg have been previously approved as investment officers, and we request that the designee list be updated to reflect the addition of Dorothy Carreon, who has reassumed the role of Chief Financial Officer and to remove Crystal Hermes. The resolution is included in the agenda packet.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the attached Resolution to Designate Dorothy Carreon, Velinda Salas, and Shanna Toborg as Investment Officers for the San Antonio Independent School District and to approve the update of Certification of Authorized Representatives for the District's various investment accounts.

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.

- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

A RESOLUTION TO DESIGNATE INVESTMENT OFFICERS FOR THE SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

§ THE STATE OF TEXAS
§ COUNTY OF BEXAR

Be it resolved that the Board of Education of the San Antonio Independent School District hereby approves the following designation of investment officers:

Dorothy Carreon	Chief Financial Officer
Velinda Salas	Executive Director, Budget and Finance
Shanna Toborg	Director, Cash and Treasury Management

To certify which witness my hand and seal of the district of San Antonio, Texas this 20th day of July 2026.

Alicia Sebastian
Board President

Jacob Ramos
Board Secretary

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of the Proposed 2026-2027 Tax Rate to be Published in the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Ms. Toni Thompson, Interim Superintendent

PRESENTER: Dottie Carreon, Chief Financial Officer

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

In accordance with Section 44.004 of the Education Code, school districts are required to provide for the publication of the “Notice of Public Meeting to Discuss Budget and Proposed Tax Rate.” Prior to publication of the notice, the Board of Trustees must approve the proposed tax rate to be included in the notice. The notice must contain the district’s proposed tax rate for 2026-2027, presented in two separate components: the Maintenance & Operations (M&O) Rate and the Interest & Sinking Fund (I&S) Rate.

The district plans to publish the “Notice of Public Meeting to Discuss Budget and Proposed Tax Rate” on August 6th, 2026. The Public Meeting will be held on August 17th, 2026, and the Board is scheduled to adopt the proposed tax rate for 2026-2027 on that same day.

The district is requesting approval to publish a total tax rate no higher than \$1.1869. This tax rate includes 3.17 additional M&O pennies that the District is seeking over the current voter approval M&O tax rate. The Board’s action to adopt this higher tax rate will effectively call for a Voter Approval Tax Rate Election (VATRE) to be held on November 3rd, 2026. The outcome of this election will determine if the District is authorized to proceed with the higher tax rate or if it must adopt a tax rate equal to or less than the calculated voter-approval tax rate.

The Board is requested to approve the publication of tax rates not to exceed the amounts below:

Maintenance & Operations (M&O) Tax Rate	\$ 0.7869
<u>Interest & Sinking Fund (I&S) Tax Rate</u>	<u>\$ 0.4000</u>
Total Tax Rate	\$ 1.1869

Maintenance & Operations (M&O) - The 2026-2027 M&O component of the tax rate will be calculated as mandated by HB3 (or subsequent legislation), using the “Maximum Compressed Rate” (MCR) computed by TEA after the District submits the July certified taxable value information this summer. Due to the timing of calculating the required tax compression for July 1 districts, our consultant, MoakCasey, recommends that our district follow the standard practice of only incorporating the tax compression resulting from reductions to the state compression

percentage under TEC §48.255 for purposes of our notice. The district does anticipate additional compression resulting from local property value growth and the resulting calculations under TEC §48.2551, but this amount is not yet known.

Interest & Sinking Fund (I&S) - The projected 2026-2027 I&S tax rate of \$0.4000, the same rate as the current 2025-2026 I&S tax rate.

Based on certification of the district's property values in late July, the final rate the district will be allowed to adopt may be less than what is published. The final total rate to be adopted by the Board may not exceed the tax rate that is published in the "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate" unless the district publishes a revised notice and holds another public meeting to discuss the revised rate.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve the tax rate to be published in the "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate" at **an amount not to exceed** the total rate shown below:

Maintenance & Operations (M&O) Tax Rate	\$ 0.7869
Interest & Sinking Fund (I&S) Tax Rate	\$ 0.4000
Total Tax Rate	\$ 1.1869

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the "to be determined" SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.

- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Request for Waiver of Penalty and Interest

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Dottie Carreon, Chief Financial Officer

PRESENTER: Dottie Carreon

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve the waiver of penalty and interest for the real property account listed below.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

Be it resolved that the Board approve to waive the penalty and interest of the 2025 real property Tax Account# 00000-138-9839 for Taxpayer Indigo Construction, LLC, as recommended by Albert Uresti, Tax Assessor - Collector for Bexar County. Texas Property Tax Code-Section 33.011 provides for the governing body to waive penalty and interest due to “an act or omission by an employee of the tax office or the Appraisal District”. The Bexar County Tax Assessor Collector has confirmed that such an error did occur on this account and recommends the penalty and interest to be refunded.

	Tax Acct# 00000-138-9839 Indigo Construction, LLC
Penalty	\$ 321.30
Interest	\$ 120.49
33.07 Penalty	\$ 891.61
TOTAL	\$ 1,333.40

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.

- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☐ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.



Albert Uresti, MPA, PCAC

May 20, 2026

Office of the Tax Assessor - Collector

San Antonio ISD
Dorothy Carreon, Chief Financial Officer
514 W. Quincy St.
San Antonio, TX 78212

RE: Waiver of Penalty and Interest

Taxpayer	Account #	Roll Year	Penalty	Interest	33.07 Penalty	Grand Total
INDIGO CONSTRUCTION LLC	00000-138-9839	2025	\$321.30	\$120.49	\$891.61	\$1,333.40

Dear Ms. Carreon:

The above referenced property owners requested for the waiver of penalty and interest under Section 33.011 of the Texas Property Tax Code.

The governing body of a taxing unit shall waive penalties and interest if an act or omission of an act by an employee of the Bexar Appraisal District resulted in the taxpayers failure to pay the tax before delinquency.

The attached letter confirms such an error did occur. The base tax has been paid and the request for waiver was made within 180 days of the delinquency date. This office recommends penalty and interest to be refunded unless we receive notice otherwise from the governing body.

Please notify our office within fifteen days of the receipt of this letter if the governing body agrees with this recommendation. If the decision is decided at a board meeting please reply with the date of the hearing. If you have any questions or concerns, please call our office at (210) 335-0554.

Sincerely,

Albert Uresti, MPA, PCAC
Tax Assessor-Collector
Bexar County

AU:SYG/sh/jl
Attachment: a/s

FORM: TASL7
REV 04/13

SAISD BOARD AGENDA SUMMARY FORM

AGENDA TITLE: Approval of Procurement Services' Recommendations for Bids, Proposals, and Awards

PURPOSE: ☐ PRESENTATION/DISCUSSION
 ☒ DISCUSSION/ACTION

REQUESTED BY: Dottie Carreon, Chief Financial Officer, Financial Services & Business Operations

PRESENTER: Dottie Carreon

MEETING DATE: July 20, 2026

I. DESCRIPTION OF ITEM FOR DISCUSSION AND/OR APPROVAL

The Board is requested to approve Procurement Services' Recommendations to Board of Trustees for July 20, 2026.

II. RECOMMENDATION AND/OR ALTERNATIVES CONSIDERED

1. Be it resolved that the Board approve the Purchase of 2020 Bond for Architectural Services at Burbank High School for a Fee Increase, GMP #2, Auditorium.
 - Recommended by: Construction and Development Services
 - Submitted by: Henry Acosta
 - Selection Method: Request for Qualifications – RFQ #20-045(RC)
 - Contract Term: Period covering July 21, 2026 through March 22, 2027
 - Funding Source: Bond – 661-81-6629-01-002-99-M-20

VENDOR

Garza Bomberger & Associates

AWARD AMOUNT

\$351,900 approximately

2. Be it resolved that the Board approve the purchase of a Mindset based mental health HQIM online learning solution (curriculum) that builds mindsets, life skills, and character development. This purchase will drive student well-being, achievement and healthy school cultures district-wide. The curriculum/survey contains skills assessment questions and scenarios too measure mastery of CASEL social-emotional competencies.
 - Recommended by: Counseling
 - Submitted by: Tiffany Venzor
 - Selection Method: New Caney ISD, Request for Proposal – RFP #150-25
 - Contract Term: Period covering July 21, 2026 through July 31, 2027
 - Funding Source: Federal – 204-32-6399-38-860-99-000

VENDOR

7 Mindsets

AWARD AMOUNT

\$499,999 approximately

3. Be it resolved that the Board approve the purchase of an Assessment and Data Tracking Platform for district, campus, and teacher-created assessments for grades K-12. This purchase includes TEKS aligned assessment item banks that will be necessary for assessment creation. This purchase will be used by all campuses to administer assessments and analyze student data to determine growth and progress. It is vital for administering district-wide assessments to monitor students readiness for STAAR and to provide necessary data.

- Recommended by: Teaching and Learning
- Submitted by: Patrick Pyle
- Selection Method: Request for Proposal - RFP #23-020(AS)
- Contract Term: July 21, 2026 through June 30, 2027
- Funding Source: Federal – 211-11-6339-38-XXX-24-8-75; Local – 199-11-6339-38-XXX-11-R-ES; State – 164-11-6339-38-XXX-XX-X-XX
(Subject to the availability of funding for the 2026-2027 school year)

VENDOR

Eduphoria, Inc.

AWARD AMOUNT

\$414,175 approximately

III. BUDGET CODE NUMBER, DESCRIPTION AND AMOUNT

N/A

IV. 2026 - 2027 DISTRICT GOALS/GUARDRAILS (CHECK ALL THAT APPLY)

- ☐ **Improve Reading and Writing Outcomes for all Students** - We will increase the percentage of all students who score at Meets Grade Level on an ELA/SLA assessment from 39% in August 2023 to 50% in August 2027.
- ☐ **Improve Math Outcomes for Black Students** - We will increase the percentage of Black students who score at Meets Grade Level on a Math STAAR assessment from 21% in August 2025 to 50% in August 2030, and All Students from 27% in August 2025 to 50% in August 2030.
- ☐ **Improve College Readiness for Students with Disabilities** - We will increase the percentage of annual graduates with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2023 to 30% in August 2027.
- ☐ **Improve Social Emotional Readiness in all Students** - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

The following Board Guardrails were designed to represent the community values that must be protected while in pursuit of the Board Goals. (CHECK ALL THAT APPLY)

- ☐ **Embrace Our Community** - The Superintendent will not implement major decisions of the board without authentic community engagement, including students, staff, families, and community.
- ☐ **Support Excellent Schools in Every Neighborhood** - The Superintendent will not allow any neighborhood to be without a high-quality school.
- ☒ **Create Safe Environments** - The Superintendent will not allow students, staff, and families to learn and work in an environment that is not physically and emotionally safe.
- ☒ **Ensure Equitable Funding** - The Superintendent will not allow any school to be funded at a level that is inadequate to produce transformational learning in all students.

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase:

Architectural Services

2. How will goods and/or services be used? (*List Campus/Grades Impacted*):

2020 Bond Burbank High School – Architectural Fee Increase – GMP 2 Auditorium

3. Submitted by: Henry Acosta CDCS 05/28/2026
 Printed Name Department Date

4. Recommended Vendor(s): Company Name: Garza Bomberger & Associates

Address: 5545 Fredericksburg Rd., Ste 5545

City/State/Zip: San Antonio, TX 78229

Phone No: (210) 349-7000

Point of Contact: Alma Partida

E-Mail Address: apartida@gbarch.net

(*Use a separate sheet to identify multiple vendors*)

Vendor #: 33218

(*Please provide vendor number if you have used them before. If not, put N/A*)

5. Procurement Method: (*check one*)

- ☒ Competitive Solicitation (RFP, CSP, IFB)
☐ Purchasing Coop (i.e. ESC 20, DIR, Buy Board)
☐ Interlocal (i.e. NISD, Judson ISD, NEISD)
☐ Professional Services (RFQ)
☐ Sole Source
☐ Other (MOU, MOA, etc..)

Contract #: RFQ#20-045(RC)

Coop Name/Contract#:

Contract #:

Contract Expiration Date: 03/22/2027

Renewals: Yes ☐ No ☒

No. of Renewals: 0

6. Purchase valid from: 7/21/2026 through: 03/22/2027

7. Type of Request: (*check one*)

- ☒ One-Time Purchase
☐ Purchase throughout the school year or on an “as needed” basis
☐ Expenditure (*funding increases*)

8. Total cost for Goods and/or Services to be purchased \$ 351,900.00 (*Approximately*).

Please provide the cost for each year if applicable for multi-year contracts.

Approximate Yearly Amount(s). (<i>Please estimate to the best of your ability the total spent for each year.</i>)	Year 1 (Current Fiscal YR)	\$ 351,900.00
	Year 2	\$ 0
	Year 3	\$ 0
	Year 4	\$ 0
	Year 5	\$ 0

9. Funding Source(s) – check all that apply: Federal ☐ State ☐ Local ☐ Bond ☒

Provide Budget Codes & Descriptions: Bond 2020
661-81-6629-01-002-99-M-20



10. Provide a copy of General Ledger Inquiry showing corresponding balances.

11. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) Vehicle Insurance (*Director, Employee Benefits signs below*) \$ ⁰_____

<u>Henry Acosta</u>	<u>Henry Acosta</u>	<u>5/28/2026</u>
Requestor Signature	Typed Name	Date
<u>_____</u>	<u>_____</u>	<u>_____</u>
Sr. Executive Director / Executive Director/Director Signature	Typed Name	Date
<u>_____</u>	<u>Yvonne Little</u>	<u>_____</u>
Construction & Development Services Signature	Typed Name	Date
<u></u>	<u>Jenny Arredondo</u>	<u>6/1/2026</u>
Chief Operations Officer Signature	Typed Name	Date
<u>_____</u>	<u>Eugene Gonzales</u>	<u>_____</u>
Interim Deputy Chief Information Technology Officer Signature	Typed Name	Date
<u>_____</u>	<u>_____</u>	<u>_____</u>
Instructional Superintendent / Assistant Superintendent Signature	Typed Name	Date
<u></u>	<u>Patti Salzmman</u>	<u>6/1/2026</u>
Deputy Superintendent Signature	Typed Name	Date
<u>Kim Tocci</u>	<u>Kim Tocci</u>	<u>6/3/2026</u>
Director, Procurement Services Signature	Typed Name	Date
<u>Crystal Hermes</u>	<u>Crystal Hermes</u>	<u>6/10/2026</u>
Chief Financial Officer, Financial Services Signature	Typed Name	Date
<u>_____</u>	<u>_____</u>	<u>_____</u>
Chief Signatures for: (Communications / Data Operations / Human Capital / Police/Staff)	Typed Name	Date

Reviewed By: RC

Revised: March 20, 2026



December 19, 2025
January 19, 2026
February 03, 2026
March 16, 2026
April 8, 2026
April 21, 2026
May 5, 2026

Estevan Salinas
Project Coordinator
San Antonio ISD
1270 W. Summit Ave.
San Antonio, TX 78201

Re: **Amendment 6 proposal Burbank Auditorium**

Burbank HS Auditorium Renovations and Upgrades.

Dear Mr. Salinas,

Garza/Bomberger & Associates (GBA) is pleased to provide a proposal for design services for the above referenced project. The details of the project, as we understand them, will address the following areas:

SCOPE OF WORK

Architectural Finishes:

1. Propose new carpet tile in auditorium aisles.
2. Refinish stage wood flooring.
3. Proposed VCT replacement with LVT in the Auditorium house.
4. Repaint or otherwise refinish all wall surfaces throughout the facility.
5. *Auditorium's house plaster ceiling replacement due to constructability issues.*
6. Acoustic wall panel replacement selection; house only.

Millwork / Furnishing:

1. Repair, clean or replace auditorium seating:
 - a. We will request different manufacturers survey the seats and present a recommendation for replacement *as an alternate*.
2. CODE: Repair or replace handrails as needed.

Doors & Windows:



1. CODE: Replace all door hardware as required to comply with code, matching new High School Keying System.
2. Add access control to selected doors.
3. Repair or replace damaged doors.
4. Replace exterior overhead doors with insulated sections; add weatherstripping to overhead doors located in air-conditioned spaces only.

Theatrical Systems:

1. Coordinate and provide basis of design:
 - a. Theatrical Equipment requirements.
 1. Stage Rigging upgrades or replacement pending ANSI E1.47–2020 inspection report
 2. Lighting Battens upgrades or replacement.
 3. Control booth remodel.
 4. Stage draperies flame retardant treatment or replacement.
 - b. Theatrical Lighting.
 1. House Lighting.
 2. Stage Lighting Fixtures to meet UIL one act play requirements.
 - c. Black Box Theatrical Equipment.
 1. New black traveler curtains
 - d. *Black Box Theatrical Lighting*
2. Replace access ladders to rigging and catwalk.

Egress, Exiting:

1. CODE: Repair, replace or install handrails and guard rails as required
2. CODE: Ramp for ADA access to stage
3. *CODE: Address ADA deficiencies within the limits of project scope.*

Building Envelope:

1. Repair Building Envelope as required to include:
 - a. Doors.
 - b. Removal and infill of existing windows in backstage Storage Room G1324.
 - c. *E1 structural deck replacement, roof replacement.*

Electrical:

1. CODE: Provide aisle lights.
2. CODE: Repair and/or make operational the Fire Alarm.
3. CODE: Replace or repair exit lights.
4. Provide power to any new mechanical equipment.
5. Provide new lighting throughout, including exit lights, with emphasis on LED fixtures for reduction in maintenance and energy consumption.
6. Add work lights on stage behind curtains.
7. Upgrade any known or observed electrical item not in compliance with current codes (NEC and IBC).
 - a. Grounding for new LED house lights.

8. Provide power to any new stage audio, visual, and lighting equipment, and discuss any electrical issues with maintenance staff to determine if any electrical gear requires repair or replacement.

Mechanical:

1. Clean ductwork and redo air devices for Auditorium (for better noise control and air distribution).
2. *Replacement of HVAC ductwork as needed, if budget allows it.*

Architect's Basic Services shall be as follows:

Basic Services:

1. Design

- Conduct meetings with the San Antonio ISD leadership team (Owner) at intervals to determine needs.
 - Establish requirements/documentation based on existing conditions
- Coordinate mechanical, electrical, structural, AV, technology consultant services required for the project.
 - Coordination with Acoustical Consultant as Supplemental Services.
- Prepare preliminary designs illustrating the scale and relationship of the project components.
- Integrate the Facilities System practices into the final solution.
- Meet SAISD deliverable check list.

2. Construction Documents

Prepare final design and specifications for the Joeris General Contractor to be able to bid and provide GMP#2 to construct the project.

- a. *Additional bid packages for early construction or long lead items procurement can be prepared by the A/E team at the owner's request, compensated for on an hourly basis in accordance with the schedule of hourly rates included herein or through a lump sum fee negotiated with the Owner.*
- Preparation of demolition plans, floor plans, elevations, sections, and details to show all necessary work.
 - Review of Construction Documents with Owner at *the following phases: 50%, 90% and signed & sealed.*
 - *A 3-week time will be allocated in the project schedule for the submission, owner review and notice to proceed at each phase*
 - Preparation of the project manual with all the necessary specifications for all the divisions that are included in the scope of work.
 - Meet SAISD deliverable check list *at each construction document milestones.*

3. Bidding & Negotiations Phase

- Assist Owner and Joeris with the Bidding Phase including issuance of documents and subsequent addenda during bidding process.
- Establish alternates, allowances to help achieve a successful project award.
- Assist Owner with evaluations of GMP#2 *and any additional bid packages requested by owner as stated in section 2.a.*
- Assist Owner with preparing Agreement between Owner & Contractor.

4. Construction Administration Services:

- Administer the Owner/Contractor Agreement for compliance with the Contract Documents.
- Review and process submittals.
- Review and process RFIs.
- Conduct project meetings with Owner & Contractor.
- Review General Contractor close-out documents and coordinate submittal to Owner.

Supplemental Services Scope and Supplemental Services Compensation:

As outlined in document *L040826 San Antonio ISD Auditorium Renovations and Upgrades Supplemental Services dated April 08, 2026.*

Basis of Compensation:

Based on preliminary discussions with the Owner the allocated budget for the Cost of the Work is estimated to be approximately \$5,100,000.00. Basic Services compensation shall be **6.9 percent** of the actual cost of construction.

- Owner-requested Alternates whether awarded or not.

Exclusions:

Excluded from this proposal are the following items which can be provided as a reimbursable expense:

- *Upgrades to the Auditorium's plumbing.*
- Any upgrades to the Auditorium's Backstage area not indicated in the services.
- Any upgrades to the Orchestra Pit and Catwalk, *other than those stated in the theatrical system section.*
- *TDLR, architectural barrier associated fees*
- Survey of exterior entrances to building
- Fire flow calculations
- Asbestos Survey Report(s) and abatement (presume to contain due to age of the building).
- LEED Certification design or analysis services
- Cost of preliminary plan reviews, building permit, or other fees required by Authorities Having Jurisdiction (AHJ).
- *Any other item not specifically stated to be included as part of the scope of services.*
- Supplemental Services required *and outlined in document L042126 San Antonio ISD Auditorium Renovations and Upgrades Supplemental Services.*

Owner-provided Information:

- A full ANSI E1.47–2020 inspection report for entertainment rigging system
- Burbank HS theater/music/art program, to help determine acoustic needs.
- 1. The Owner's Structural Engineer consultant, shall perform an evaluation and analysis of the existing fly loft structure to determine its current load-carrying capacity and identify any structural deficiencies relative to applicable codes and intended use.
- 2. Document Review
Review available original construction documents, including structural drawings and specifications (if available).
Review any prior renovation, repair, or modification documents.
Review available geotechnical reports (if relevant to support conditions).
Confirm historical and current use of the fly loft, including rigging loads and suspended equipment.
- 3. Field Investigation
Perform a site visit to observe existing conditions.

Document structural framing systems, including:
Grid beams, loft blocks, head blocks, and support framing
Roof framing and lateral systems
Catwalks, galleries, and access platforms
Identify visible signs of distress, including:
Cracking, deformation, corrosion, or section loss
Connection deficiencies
Evidence of overstress or previous repairs
Verify member sizes and configurations where accessible.
Photograph representative conditions for documentation.

- 4. Load Determination
Establish applicable loading criteria, including:
Dead loads (self-weight and permanently attached equipment)
Live loads (catwalks, maintenance access, etc.)
Rigging loads (line sets, motors, battens, point loads, etc.)
Lateral loads
Confirm design criteria based on current codes such as International Building Code (IBC) and applicable referenced standards (e.g., ASCE 7).
Incorporate user-provided or observed rigging load scenarios.
- 5. Structural Analysis
Develop analytical models of the existing structural system.
Evaluate:
Gravity load-carrying capacity
Lateral load resistance and stability
Member stresses and demand/capacity ratios
Connection capacities
Assess deflection and serviceability performance where applicable.
Identify overstressed members and structural inadequacies.
- 6. Deficiency Identification
Provide a clear list of structural deficiencies, including:
Members exceeding allowable stresses
Inadequate or compromised connections
Excessive deflections or instability concerns
Deterioration impacting capacity
Classify deficiencies by severity (e.g., critical, moderate, minor).
- 7. Recommendations
Provide conceptual recommendations for remediation, which may include:
Strengthening of existing members
Addition of new structural elements
Connection upgrades
Load restrictions or operational limitations
Identify areas requiring immediate attention, if any.
Detailed design of repairs is not required.
- 8. Deliverables
Written signed and sealed structural evaluation report including:
Description of existing structure
Summary of investigation and assumptions
Analysis methodology and results

Identified deficiencies

Recommendations

Annotated sketches or exhibits illustrating key findings.

Photographic documentation.

FEA Model (Risa 3-D), not locked, fully editable supported by calculation narratives

- 9. Roof Diaphragm Evaluation
- 10.The catwalk will need to support up to 30,000 pounds of spare counterweight distributed on the floor of the catwalk.
 - 6' arbor with 1000-pound capacity
 - 4 motorized rigging sets for stage lighting each with Motorized assembly with 1800 pounds capacity
 - 5 motorized rigging sets for utility and general purpose Motorized assembly with 600 pounds capacity
- 11.The catwalk *Access ladders to rigging and catwalk.*
- A comprehensive destructive asbestos report test of any component of the Auditorium built prior to 1980, that shall include, but not be limited to the following:
 - Flooring and adhesives
 - Ceiling tiles and Acoustic Sprays, house plaster ceiling
 - Wall material and joint compound
 - Electrical Panels and wiring insulation, around older wires, inside fuse boxes, or lining the back of electrical panels.
 - Roofing materials, flashings
 - Exterior caulking and sealants
 - Pipe and Duct Insulation
 - Lighting equipment
 - Fire curtain

Additional Services:

Additional Services performed for the Owner which are not outlined in the above description shall be compensated for on an hourly basis in accordance with the schedule of hourly rates included herein or through a lump sum fee negotiated with the Owner.

Hourly rate schedule:

ARCHITECTURAL SERVICES	
Partner	\$260.00
Associate	\$230.00
Architect	\$215.00
Project Manager	\$205.00
Interior Design	\$190.00
Production CADD	\$140.00
Construction Administration	\$140.00
Clerical	\$85.00

Skye MEP Rates

Principal:	\$200.00/hr.
Senior Engineer:	\$185.00/hr.
Engineer:	\$165.00/hr.
Engineer-in-Training:	\$125.00/hr.
Senior Designer:	\$150.00/hr.
Designer:	\$100.00/hr.
Field Observer:	\$100.00/hr.
Commissioning Agent:	\$150.00/hr.
Commissioning Tech:	\$100.00/hr.
Clerical/Admin:	\$75.00/hr.

R.S.C.R Structural Hourly Rates

1) Principal Engineer	\$205.00
2) Project Engineer	\$145.00
3) Project Manager	\$110.00
4) Drafting (REVIT)	\$85.00
5) Clerical	\$45.00

Timeline: The design team will proceed with the design work immediately upon approval. Attached is a preliminary schedule (04082026_Auditorium Schedule_Burbank_2026), the timeline could be compressed through close collaboration with SAISD review times and notice to proceed.

All other terms and conditions shall be as established in the Prime Contract dated April 12, 2021, and Amendments 1, 2, 3, 4, 5 and 6.

If this proposal/agreement meets with your approval, please acknowledge such by signing below and returning (by email or courier) a copy back to our office. Thank you for the opportunity to submit this proposal/agreement for this project. If you have any questions or require additional information, please do not hesitate to contact our office.

Sincerely,

Garza/Bomberger & Associates



Gabriela Rodriguez, AIA
Principal

Accepted By:
L042126 San Antonio ISD Auditorium Renovations and Upgrades Supplemental Services

Signature: _____ Title: _____

Owner/ Representative

Printed Name: _____ Date: _____

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase:
A mindset based mental health HQIM online learning solution (curriculum) that builds mindsets, life skills, and character development.
2. How will goods and/or services be used? (*List Campus/Grades Impacted*):
To Drive student well-being, Achievement, and healthy school cultures district-wide. The curriculum/survey contains skills assessment questions and scenarios too measure mastery of CASELs social-emotional comptencies.
3. Submitted by: Tiffany Venzor Counseling 4/28/2026
Printed Name Department Date
4. Recommended Vendor(s): Company Name: 7 Mindsets
Address: 60 King Street
City/State/Zip: Roswell, GA 30075
Phone No: 404-354-2930
Point of Contact: Duane Moyer
E-Mail Address: duane@7mindsets.com
(Use a separate sheet to identify multiple vendors)
Vendor #: 111556
(Please provide vendor number if you have used them before. If not, put N/A)
5. Procurement Method: (*check one*)

☐ Competitive Solicitation (RFP, CSP, IFB) ☒ Purchasing Coop (i.e. ESC 20, DIR, Buy Board) ☐ Interlocal (i.e. NISD, Judson ISD, NEISD) ☐ Professional Services (RFQ) ☐ Sole Source ☐ Other (MOU, MOA, etc..)	Contract #: Coop Name/Contract#: <u>CTPA New Caney ISD RFP 150.25</u> Contract #: Contract Expiration Date: <u>07/21/2029</u> Renewals: Yes ☐ No ☒ No. of Renewals: <u>0</u>
--	--
6. Purchase valid from: 07/21/2026 through: 07/31/2027
7. Type of Request: (*check one*)
☐ One-Time Purchase
☒ Purchase throughout the school year or on an “as needed” basis
☐ Expenditure (*funding increases*)
8. Total cost for Goods and/or Services to be purchased \$ 499,999.00 (*Approximately*).
Please provide the cost for each year if applicable for multi-year contracts.

Approximate Yearly Amount(s).	Year 1 (Current Fiscal YR)	\$ 499,999.00
<i>(Please estimate to the best of your ability the total spent for each year.)</i>	Year 2	\$ 0
	Year 3	\$ 0
	Year 4	\$ 0
	Year 5	\$ 0
9. Funding Source(s) – check all that apply: Federal ☒ State ☐ Local ☐ Bond ☐
 Provide Budget Codes & Descriptions: 204-32-6399-38-860-99-000
Con Carino Grant

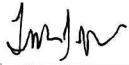
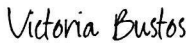
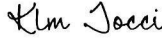
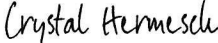


10. Provide a copy of General Ledger Inquiry showing corresponding balances.

11. Additional Impact:

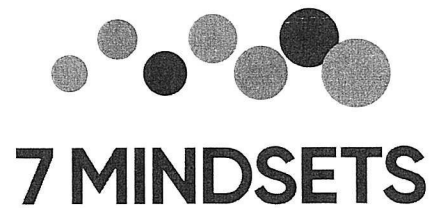
A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) Vehicle Insurance (*Director, Employee Benefits signs below*) \$ ⁰ _____

	Tiffany Venzor	6/5/2026
Requestor Signature	Typed Name	Date
 Sr. Executive Director / Executive Director/Director Signature	 Typed Name	 Date
 Construction & Development Services Signature	 Yvonne Little Typed Name	 Date
 Chief Operations Officer Signature	 Jenny Arredondo Typed Name	 Date
 Interim Deputy Chief Information Technology Officer Signature	 Eugene Gonzales Typed Name	 Date
	Victoria Bustos	6/5/2026
Instructional Superintendent / Assistant Superintendent Signature	Typed Name	Date
	Shawn Bird	6/9/2026
Deputy Superintendent Signature	Typed Name	Date
	Kim Tocci	6/11/2026
Director, Procurement Services Signature	Typed Name	Date
	Crystal Hermes	6/11/2026
Chief Financial Officer, Financial Services Signature	Typed Name	Date
 Chief Signatures for: (Communications / Data Operations / Human Capital / Police/Staff)	 Typed Name	 Date

Reviewed By: RC

Revised: March 20, 2026



INFORMATION IS TO BE SHARED ONLY INTERNALLY WITHIN – San Antonio Independent School District - TX

Quote

**Presented to Victoria Bustos, Asst Supt.
San Antonio Independent School District**



San Antonio, TX

May 1, 2026

Confidential

From: Duane Moyer, Senior Region Director
www.7mindsets.com

We are enthusiastic to propose to the San Antonio Independent School District to expand our partnership district-wide through an initiative to utilize our full complement of curriculum, assessment tools, training and coaching.

At 7 Mindsets, we do not see ourselves as just a curriculum provider, we see ourselves as partners in San Antonio ISD's mission. We believe that learning is everything, but without emotional resilience, strong relationships, and the ability to self-regulate, students cannot reach their full potential.

Our program is a deeply transformational framework that begins with mindsets. We believe that when students believe in their worth, when educators reconnect with their purpose, and when communities speak a shared language of hope, the impossible becomes possible. We've seen this work in schools battling violence, teacher retention, cities reeling from trauma, and in classrooms where belief had all but disappeared.

We bring:

- Our Tier 1 PreK–12 curriculum, fully available in Spanish, that fosters hope, agency, and resilience
- Tier 2 & 3 Trauma-informed mental health/wellness lessons that speak directly to behavior and the hurt students carry into your buildings
- Real-time Insights measurement tools and progress monitoring that give your leaders the data to intervene early and wisely
- A professional development and coaching model that doesn't just train teachers—it reignites them
- Empowering Educators: A Platform and Pathway for Adult SEL: A dedicated space for personal SEL development, mindset reflection, and well-being strategies.
- Family-facing resources and tools in 70+ languages to bridge the gap between school and home
- The only mindset-based curriculum with an ESSA Tier 2 validation study demonstrating our impact on academics, behavior, attendance, and school climate

But what truly distinguishes 7 Mindsets is our commitment to transformation, from the inside out. We understand that your educators are not just delivering instructions, they are restoring trust and building hope. That's why our M.O.E-Mentum (Mindsets Over Everything) trainings aren't just PD—they're healing spaces. They allow teachers to reflect, reconnect with their why, and build their own resilience alongside their students.

We are prepared to meet San Antonio ISD where it is and help it rise even higher. In partnership, we will empower your educators and students, strengthen climate, and walk with you every step of the way, not just for compliance, but for change. Thank you for the opportunity to partner in this critical work. We believe in the power of your district, your students, and your story, and we are ready to help write the next chapter.

INVESTMENT:

Comprehensive 12-Month Solution for 78 campuses for the initial period of July 1, 2026 to June 30, 2027
CTPA New Caney ISD 150.25

PAYMENT ITEMIZATION **PRICING REFLECTS A 30% DISCOUNT

78 Campuses @ \$6,410/campus per year (2026-27) School Year	= \$499,999
---	-------------

PAYMENT SCHEDULE

Payment One July 15, 2026	= \$499,999
---------------------------	-------------

Intent to Purchase Approval

Upon signature by Customer and submission to orderprocessing@7mindsets.com, the Customer acknowledges and accepts the terms of this order, pricing, applicable training dates and deliverables contingent upon funding appropriation. All billing pertaining to this order form will contain the pricing and payment terms listed above.

If these terms are agreeable, please sign this document. Please retain one copy for your file and email one copy back to us. This offer is valid if signed and received on or before June 17, 2026.

Printed Name _____

Title _____

Signature _____

Date _____

Term 1 year

Purchasing Terms & Approval

Purchase Orders (PO) may be sent directly to orderprocessing@7mindsets.com or faxed to (678) 550-9750.

Invoice Instructions

School or District: ***San Antonio Independent School District***

Attention: Victoria Bustos, Asst Superintendent

Special Instructions (Reference PO or Requisition Number, etc): _____

Email: vbustos1@saisd.net

We look forward to expanding our partnership to impact student success and district priorities.

With respect and deep commitment,



Duane Moyer
Senior Regional Director
404-354-2930
duane@7mindsets.com

PROCUREMENT SERVICES CONSENT AGENDA FORM

1. Description of goods, services and/or contract recommended for purchase:
Eduphoria is an assessment and data tracking platform for district, campus, and teacher-created assessments for grades K-12. This purchase includes TEKS aligned assessment item banks that will be necessary for assessment creation.
2. How will goods and/or services be used? (*List Campus/Grades Impacted*):
Eduphoria will be used by all campuses to administer assessments and analyze student data to determine growth and progress. It is vital for administering district-wide assessments to monitor students' readiness for STAAR and to provide necessary data for the
3. Submitted by: Patrick Pyle Teaching and Learning 06/09/2026

Printed Name
Department
Date
4. Recommended Vendor(s): Company Name: Eduphoria, Inc
 Address: 6800 Weiskop Avenue, Suite 150
 City/State/Zip: McKinney, Texas 75070
 Phone No: 866-260-1732
 Point of Contact: Julia Johnson
 E-Mail Address: juliaj@eduphoria.net

(Use a separate sheet to identify multiple vendors)

 Vendor #: 29149
(Please provide vendor number if you have used them before. If not, put N/A)
5. Procurement Method: (*check one*)

☒ Competitive Solicitation (RFP, CSP, IFB)
☐ Purchasing Coop (i.e. ESC 20, DIR, Buy Board)
☐ Interlocal (i.e. NISD, Judson ISD, NEISD)
☐ Professional Services (RFQ)
☐ Sole Source
☐ Other (MOU, MOA, etc..)

Contract #: RFP 23-020 (AS)
 Coop Name/Contract#: _____
 Contract #: _____
 Contract Expiration Date: 07/31/2027
 Renewals: Yes _____ No X
 No. of Renewals: 0
6. Purchase valid from: 07/21/2026 through: 06/30/2027
7. Type of Request: (*check one*)

☒ One-Time Purchase
☐ Purchase throughout the school year or on an "as needed" basis
☐ Expenditure (*funding increases*)
8. Total cost for Goods and/or Services to be purchased \$ 414175.80 (*Approximately*).
Please provide the cost for each year if applicable for multi-year contracts.

Approximate Yearly Amount(s). <i>(Please estimate to the best of your ability the total spent for each year.)</i>	Year 1 (Current Fiscal YR)	\$ 414,175.80
	Year 2	\$ 0
	Year 3	\$ 0
	Year 4	\$ 0
	Year 5	\$ 0
9. Funding Source(s) – check all that apply: Federal ☒ State ☒ Local ☒ Bond _____
 Provide Budget Codes & Descriptions: _____
211-11-6339-38-XXX-24-8-75(2027), 199-11-6339-38-XXX-11-R-ES (2027), 164-11-6339-38-XXX-XX-X-XX (2027)
 Subject to availability of funding for the 2026-2027SY



10. Provide a copy of General Ledger Inquiry showing corresponding balances.

11. Additional Impact:

A. Other Estimated Financial Impact (other costs that will be needed as a result of this purchase):

1) Vehicle Insurance (*Director, Employee Benefits signs below*) \$ ⁰_____

<u>Patrick Pyle</u>	Patrick Pyle	6/10/2026
Requestor Signature	Typed Name	Date
 Sr. Executive Director / Executive Director/Director Signature	 Typed Name	 Date
 Construction & Development Services Signature	 <u>Yvonne Little</u>	 Date
 Chief Operations Officer Signature	 <u>Jenny Arredondo</u>	 Date
 Interim Deputy Chief Information Technology Officer Signature	 <u>Eugene Gonzales</u>	 Date
<u>Colleen Bohrmann</u>	Colleen Bohrmann	6/10/2026
Instructional Superintendent / Assistant Superintendent Signature	Typed Name	Date
<u>Shawn Bird</u>	Shawn Bird	6/11/2026
Deputy Superintendent Signature	Typed Name	Date
<u>Kim Tocci</u>	<u>Kim Tocci</u>	6/16/2026
Director, Procurement Services Signature	Typed Name	Date
<u>Dottie Carson</u>		6/26/2026
Chief Financial Officer, Financial Services Signature	Typed Name	Date
 Chief Signatures for: (Communications / Data Operations / Human Capital / Police/Staff)	 Typed Name	 Date

Reviewed By: RC

Revised: March 20, 2026

Quote



Bill To

San Antonio ISD
141 Lavaca Street
San Antonio, TX, 78210

Quote Number:

19897

Quote Expires:

09/01/2026

Notes

SAISD 23-020 (7)

If utilizing a purchasing cooperative, please list the contract number on your purchase order.

Description	Quantity	Rate	Total Amount
Eduphoria Aware Premium Subscription 09/01/2026 - 08/31/2027	73	\$2,785.00	\$203,305.00
Eduphoria Direct Database Access 09/01/2026 - 08/31/2027	1	\$945.00	\$945.00
Lead4ward Subscription (District Wide) 09/01/2026 - 08/31/2027	73	\$360.00	\$26,280.00
Mastery Item Bank Subscription 09/01/2026 - 08/31/2027	39,923	\$2.50	\$99,807.50
TX Test Maker Item Bank in Eduphoria 09/01/2026 - 08/31/2027	39,923	\$2.10	\$83,838.30
Total			\$414,175.80

Please respond to this email with a copy of your purchase order or send a copy to billing@eduphoria.net.

If utilizing a purchasing cooperative, please list contract number on your purchase order.

Eduphoria products and services are subject to an annual price increase based upon general enhancements, new features and market value. Late payment or failure to provide a purchase order may lead to license suspension. Services are valid for one (1) year from the date of purchase, pursuant to State and Federal regulations.

Please note: These minutes are contingent upon Board approval at the July 20th Board Meeting.

**Minutes of Special Board Meeting
San Antonio Independent School District Board of Trustees
Wednesday, June 3, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Special Board Meeting of the Board of Trustees of the San Antonio ISD was held on Wednesday, June 3, 2026, beginning at 5:39 p.m., Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

- A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0
 - 1. Ms. Alicia Sebastian – arrived at 5:43 p.m.
 - 2. Mrs. Christina Martinez
 - 3. Mr. Jacob Ramos – arrived at 5:52 p.m.
 - 4. Mr. Ed Garza
 - 5. Mrs. Stephanie Torres
 - 6. Mr. Arthur Valdez
 - 7. Dr. Mike Villarreal
- B. Pledge of Allegiance to the U. S. Flag
- C. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

2. Closed Session

- A. Mrs. Martinez convened the Board in Closed Session at 5:40 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071 and TGC 551.074)
- B. Ms. Sebastian reconvened the Board in Open Session at 9:35 p.m. and took appropriate action on items discussed in Closed Session.
 - 1. Candidate interviews for superintendent and deliberation regarding the appointment and employment of the next superintendent of schools in consultation with legal counsel regarding legal issues related to the superintendent search, if necessary. (TGC 551.071 and TGC 551.074)
No action taken.

3. Adjournment

- A. Ms. Sebastian adjourned the meeting at 9:35 p.m.

MINUTES APPROVED

The foregoing minutes of the Special Board Meeting of the Board of Education of the San Antonio Independent School District held on Wednesday, June 3, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

Alicia Sebastian
President, Board of Education
San Antonio Independent School District

Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District

***Please note: These minutes are contingent upon Board approval at the
July 20th Board Meeting.***

**Minutes of Special Board Meeting
San Antonio Independent School District Board of Trustees
Thursday, June 4, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Special Board Meeting of the Board of Trustees of the San Antonio ISD was held on Thursday, June 4, 2026, beginning at 5:38 PM, Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

- A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0
 - 1. Ms. Alicia Sebastian – arrived at 5:41 p.m.
 - 2. Mrs. Christina Martinez – arrived at 5:39 p.m.
 - 3. Mr. Jacob Ramos
 - 4. Mr. Ed Garza
 - 5. Mrs. Stephanie Torres
 - 6. Mr. Arthur Valdez
 - 7. Dr. Mike Villarreal
- B. Pledge of Allegiance to the U. S. Flag
- C. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

2. Closed Session

- A. Mr. Ramos convened the Board in Closed Session at 5:38 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071 and TGC 551.074)
- B. Ms. Sebastian reconvened the Board in Open Session at 9:43 p.m. and took appropriate action on items discussed in Closed Session.
 - 1. Candidate interviews for superintendent and deliberation regarding the appointment and employment of the next superintendent of schools in consultation with legal counsel regarding legal issues related to the superintendent search, if necessary. (TGC 551.071 and TGC 551.074)
No action taken.

3. Adjournment

- A. Ms. Sebastian adjourned the meeting at 9:43 p.m.

MINUTES APPROVED

The foregoing minutes of the Special Board Meeting of the Board of Education of the San Antonio Independent School District held on Thursday, June 4, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

Alicia Sebastian
President, Board of Education
San Antonio Independent School District

Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District

***Please note: These minutes are contingent upon Board approval at the
July 20th Board Meeting.***

**Minutes of Special Board Meeting
San Antonio Independent School District Board of Trustees
Wednesday, June 10, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Special Board Meeting of the Board of Trustees of the San Antonio ISD was held on Wednesday, June 10, 2026, beginning at 11:45 a.m., Alamo Convocation Center, 110 Tuleta Drive, San Antonio, TX 78212.

1. Meeting Called to Order

- A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0
 - 1. Ms. Alicia Sebastian – left at 6:28 p.m.
 - 2. Mrs. Christina Martinez
 - 3. Mr. Jacob Ramos
 - 4. Mr. Ed Garza
 - 5. Mrs. Stephanie Torres
 - 6. Mr. Arthur Valdez
 - 7. Dr. Mike Villarreal – joined remotely
- B. Pledge of Allegiance to the U. S. Flag
- C. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

2. Closed Session

- A. Ms. Sebastian convened the Board in Closed Session at 11:45 a.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071 and TGC 551.074)
- B. Mrs. Martinez reconvened the Board in Open Session at 6:30 p.m. and took appropriate action on items discussed in Closed Session.
 - 1. Candidate interviews for superintendent and deliberation regarding the appointment and employment of the next superintendent of schools in consultation with legal counsel regarding legal issues related to the superintendent search, if necessary. (TGC 551.071 and TGC 551.074)
No action required.

3. Adjournment

- A. Mrs. Martinez adjourned the meeting at 6:31 p.m.

MINUTES APPROVED

The foregoing minutes of the Special Board Meeting of the Board of Education of the San Antonio Independent School District held on Wednesday, June 10, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

Alicia Sebastian
President, Board of Education
San Antonio Independent School District

Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District

***Please note: These minutes are contingent upon Board approval at the
July 20th Board Meeting.***

**Minutes of Public Hearing
San Antonio Independent School District Board of Trustees
Monday, June 15, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Public Hearing of the Board of Trustees of the San Antonio ISD was held on Monday, June 15, 2026, beginning at 5:36 PM, Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

- A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0
 - 1. Ms. Alicia Sebastian
 - 2. Mrs. Christina Martinez
 - 3. Mr. Jacob Ramos
 - 4. Mr. Ed Garza
 - 5. Mrs. Stephanie Torres
 - 6. Mr. Arthur Valdez
 - 7. Dr. Mike Villarreal – joined via Zoom Webinar
- B. Recording of Superintendent Present
 - 1. Dr. Jaime Aquino
- C. Pledge of Allegiance to the U. S. Flag
- D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

Board President Sebastian called for a moment of silence in honor of Assistant Principal Jennifer Salazar Mugica, who recently passed.

- E. Citizens' Presentations - 30-minute total time limit for this item (Please note: Public comments are limited to items on the posted agenda.)
For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.
 - 1. José Menéndez, Texas Senate, District 26
 - 2. Stephen Lucke, Gardopia Gardens

Board President Sebastian acknowledged the Partners present and noted that they were recognized in a meeting earlier. She expressed appreciation for their continued service and commitment to supporting students. President Sebastian shared that she, Trustees Martinez and Garza all have experienced working in nonprofits and understand the challenges organizations face, particularly in the current climate. She thanked the partners for remaining dedicated to their mission while also supporting the district's students and expressed her appreciation for the ongoing partnership. President Sebastian concluded by thanking them for being in attendance.

She took a personal point of privilege on behalf of the Board of Trustees, to honor, recognize and celebrate Dr. Jaime Aquino, the Superintendent, better known as the "teacher of teachers," who has been with the district for over four years. She shared that tonight is an opportunity to express gratitude for his leadership,

Please note: These minutes are contingent upon Board approval at the July 20th Board Meeting.

service, and commitment to students, staff, families, and the community. President Sebastian stated that Dr. Aquino has dedicated 40 years to public education and four years serving San Antonio ISD. Throughout that time, she noted, he has remained focused on one central mission: demonstrating an urgent and relentless commitment to love, nurture, and teach all students as if they are our own so that they realize their power to shape the world. She further stated that Dr. Aquino has taught the district that transformational learning requires relentless urgency and has helped the Board realize that the impossible can become reality, even during very challenging times. She noted that Dr. Aquino has led through COVID, school closures, rightsizing, Always Learning, and many other initiatives that have supported students. Trustees expressed appreciation for his leadership, service, and unwavering commitment to public education, noting that his legacy will be reflected in the students whose lives have been changed, the staff members he has supported, and the stronger district he leaves behind. The Board congratulated Dr. Aquino on his retirement and wished him happiness, health, and success in the next chapter of his life.

2. Public Meeting to Discuss the 2026-2027 Budget and Proposed Tax Rate

No action taken.

3. Adjournment

A. Ms. Sebastian adjourned the meeting at 6:31 p.m.

MINUTES APPROVED

The foregoing minutes of the Public Hearing of the Board of Education of the San Antonio Independent School District held on Monday, June 15, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

Alicia Sebastian
President, Board of Education
San Antonio Independent School District

Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District

***Please note: These minutes are contingent upon Board approval at the
July 20th Board Meeting.***

**Minutes of Board Business Meeting A&B Combined
San Antonio Independent School District Board of Trustees
Monday, June 15, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Board Business Meeting A&B Combined of the Board of Trustees of the San Antonio ISD was held on Monday, June 15, 2026, beginning at 6:31 PM, Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0

1. Ms. Alicia Sebastian
2. Mrs. Christina Martinez
3. Mr. Jacob Ramos
4. Mr. Ed Garza
5. Mrs. Stephanie Torres
6. Mr. Arthur Valdez
7. Dr. Mike Villarreal – joined via zoom webinar and logged out at 9:28 p.m.

B. Recording of Superintendent Present

1. Dr. Jaime Aquino

C. Pledge of Allegiance to the U. S. Flag

D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

E. Citizens' Presentations - 60-minute total time limit for this item

For details regarding their comments, please refer to the video recording for this meeting located at www.saisd.net on the SAISD Board Page.

1. Patrick Byrne, Dripping Springs Dairy
2. Alejandra Lopez, San Antonio Alliance
3. Claire McCoy, CEO, Big Brothers Big Sisters
4. Paul Garro, Orchestra of San Antonio
5. Daniela Diaz, Orchestra of San Antonio
6. Simon Salas, Good Samaritan Community Services
7. Judy Geelhoed, SAISD Foundation

2. Governance

A. Approval of Final Amended Budget for Fiscal Year 2025-2026

Motion by Mrs. Torres; second by Mr. Valdez; approved by a vote of 7-0 with all Board members present.

B. Adoption of the 2026-2027 San Antonio Independent School District Budget

Motion by Mr. Valdez; second by Mrs. Torres; approved by a vote of 7-0 with all Board members present.

C. Approval of Firm to Conduct Efficiency Audit

Motion by Dr. Villarreal to approve the Texas Association of School Business Officials (TASBO) as the firm to conduct the efficiency audit at a cost of \$9000; second by Mrs. Torres; approved by a vote of 7-0 with all Board members present.

D. Board Goal Progress Monitoring for Guardrail 3 and Interim Guardrails 3.1, 3.2 and 3.3

This was a discussion-only item. No action was required.

Please note: These minutes are contingent upon Board approval at the July 20th Board Meeting.

- E. Approval of a Resolution Authorizing the Superintendent to Execute Construction-Related Documents
Motion by Mr. Valdez; second by Mr. Ramos; approved by a vote of 6-0 with Mrs. Torres not present for the vote.
- F. Update on the 2026 Blue Ribbon Task Force
This item was pulled and will be brought back at a future meeting.
- G. Approval of the Pause and Future Reinstatement of the Theory of Action Ad Hoc Committee
Motion by Mr. Valdez to approve the Pause and Future Reinstatement of the Theory of Action Ad Hoc Committee; second by Mr. Garza; approved by a vote of 7-0 with all Board members present.
- H. Report on SAISD School Board Conferences and Annual Board Member Training
This item was pulled and will be brought back at a future meeting.
- I. Discuss and take appropriate action to name the finalist(s) being considered for the position of Superintendent of Schools
No action taken.
- J. Discuss and take appropriate action to appoint an Interim Superintendent and authorize the board president to sign the interim superintendent's contract
A motion was made; however, inadvertently, no second was offered and no vote was taken on this matter.

3. Consent Agenda

Motion by Mr. Valdez; second by Mrs. Torres; approved by a vote of 7-0 with all Board members present.
(This vote relates to the items listed under this section.)

- A. Approval of the Wallace Foundation Equity-Centered Principal Pipeline Grant Amendment #4
- B. Amendment and One-Year Extension of University of Texas at San Antonio 1882 Partnership Agreement (Bonham Academy, Irving DL Academy & Twain DL Academy)
- C. Amendment and One-Year Extension of Alamo Colleges District Contract (Fox Tech Health & Law HS, St. Philips ECHS, Travis ECHS)
- D. Approval of Optional Flexible School Day Program
- E. Approval of Request for Waiver of Penalty and Interest
- F. Approval of the Quarterly Investment Report, January 2026 – March 2026
- G. Approval of Procurement Services' Recommendations for Bids, Proposals, and Awards
- H. Approval of Minutes for the following meetings
 - 1. May 4, 2026 Special Board Meeting
 - 2. May 11, 2026 Board Business Meeting A&B
 - 3. May 18, 2026 Special Board Meeting
 - 4. May 21, 2026 Special Board Meeting
 - 5. May 26, 2026 Special Board Meeting

4. Closed Session

- A. Ms. Sebastian convened the Board in Closed Session at 7:06 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071, TGC 551.072, TGC 551.074, TGC 551.076, TGC 551.089 and TGC 2059.055(b))
- B. Ms. Sebastian reconvened the Board in Open Session at 9:31 p.m. and took appropriate action on items discussed in Closed Session to include items 2I and 2J.
 - 1. Deliberation regarding the purchase, exchange, lease or value of real estate, including legal issues on the acquisition process. (TGC 551.071 and TGC 551.072)
No action taken.

Please note: These minutes are contingent upon Board approval at the July 20th Board Meeting.

2. Deliberation regarding personnel matters, including but not limited to appointment, employment, evaluation, duties, discipline, reassignment, resignation, retirement, reclassification, report, and dismissal of a public officer or an employee; or to hear a complaint or charge against an officer or employee. This provision does not apply to a closed session discussion if the officer or employee who is the subject of the deliberation or hearing requests a public hearing. (TGC 551.074)
No action taken.
3. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Assistant Superintendent for Teaching and Learning subject to the Superintendent's authority to reassign. (TGC 551.074)
No action taken.
4. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Instructional Superintendent subject to the Superintendent's authority to reassign. (TGC 551.074)
Motion by Mr. Ramos to approve the hiring of Ana Cantu for the position of Instructional Superintendent subject to the Superintendent's authority to reassign; second by Mrs. Martinez; approved by a vote of 6-0 with Dr. Villarreal being absent for the vote.
5. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Executive Director, Post Secondary Readiness subject to the Superintendent's authority to reassign. (TGC 551.074)
Motion by Mr. Ramos to approve the hiring of Yvonne Benton for the position of Executive Director, Post Secondary Readiness, subject to the Superintendent's authority to reassign; second by Mr. Valdez; approved by a vote of 6-0 with Dr. Villarreal being absent for the vote.
6. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Executive Director, Leadership Development subject to the Superintendent's authority to reassign. (TGC 551.074)
Motion by Mr. Ramos to approve the hiring of Angelique Smith for the position of Executive Director, Leadership Development, subject to the Superintendent's authority to reassign; second by Mrs. Torres; approved by a vote of 6-0 with Dr. Villarreal being absent for the vote.
7. Consultation with Superintendent and discussion regarding the hiring of the candidate for the position of Executive Director, Disability Services subject to the Superintendent's authority to reassign. (TGC 551.074)
Motion by Mr. Ramos to approve the hiring of Theresa Saldana for the position of Executive Director, Disability Services, subject to the Superintendent's authority to reassign; second by Mrs. Torres; approved by a vote of 6-0 with Dr. Villarreal being absent for the vote.
8. Consultation with legal counsel and discussion regarding pursuing sanctions against educators who have abandoned their contract pursuant to TEC 21.210 and 19 TAC 249.14. (TGC 551.071 and TGC 551.074)
No action taken.
9. Consultation with legal counsel on matters related to campus staff and student security and safety. (551.071(2))
No action taken.
10. Consultation with legal counsel and discussion regarding potential student safety issues and also regarding Intruder Detection Audits that are confidential pursuant to Texas Education Code Section 37.1084(d) and Texas Government Code Sections 552.101 and 552.116. (TGC 551.071 and TGC 551.076)
No action taken.
11. Consultation with legal counsel on legal issues related to 2027 Trustee elections. (TGC 551.071)
No action taken.

Please note: These minutes are contingent upon Board approval at the July 20th Board Meeting.

12. Deliberation regarding a District cybersecurity assessment and consultation with legal counsel on related legal issues. (TGC 551.089 and TGC 551.071 and TGC 2059.055(b))
No action taken.
13. Deliberate and consult with legal counsel on the appointment, employment, duties, qualifications of applicants/candidates for the Superintendent of Schools position. (TGC 551.074, 551.071)
No action taken.
14. Deliberate and consult with legal counsel on the duties, appointment, and contract of an Interim Superintendent. (TGC 551.074, 551.071)
Please refer to item 2J.

5. Adjournment

- A. Ms. Sebastian adjourned the meeting at 9:35 p.m.

MINUTES APPROVED

The foregoing minutes of the Board Business Meeting A&B Combined of the Board of Education of the San Antonio Independent School District held on Monday, June 15, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

Alicia Sebastian
President, Board of Education
San Antonio Independent School District

Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District

***Please note: These minutes are contingent upon Board approval at the
July 20th Board Meeting.***

**Minutes of Special Board Meeting
San Antonio Independent School District Board of Trustees
Monday, June 22, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Special Board Meeting of the Board of Trustees of the San Antonio ISD was held on Monday, June 22, 2026, beginning at 5:00 p.m., Alamo Convocation Center, 110 Tuleta Drive, San Antonio, TX 78212.

1. Meeting Called to Order

- A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0
 - 1. Ms. Alicia Sebastian
 - 2. Mrs. Christina Martinez
 - 3. Mr. Jacob Ramos
 - 4. Mr. Ed Garza – arrived at 5:02 p.m.
 - 5. Mrs. Stephanie Torres
 - 6. Mr. Arthur Valdez
 - 7. Dr. Mike Villarreal
- B. Pledge of Allegiance to the U. S. Flag
- C. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."

2. Closed Session

- A. Ms. Sebastian convened the Board in Closed Session at 5:00 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071 and TGC 551.074)
- B. Mr. Ramos reconvened the Board in Open Session at 10:23 p.m. and took appropriate action on items discussed in Closed Session.
 - 1. Candidate interviews for superintendent and deliberation regarding the appointment and employment of the next superintendent of schools in consultation with legal counsel regarding legal issues related to the superintendent search, if necessary. (TGC 551.071 and TGC 551.074)
No action taken.

3. Adjournment

- A. Mr. Ramos adjourned the meeting at 10:24 p.m.

MINUTES APPROVED

The foregoing minutes of the Special Board Meeting of the Board of Education of the San Antonio Independent School District held on Monday, June 22, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

**Alicia Sebastian
President, Board of Education
San Antonio Independent School District**

**Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District**

***Please note: These minutes are contingent upon Board approval at the
July 20th Board Meeting.***

**Minutes of Special Board Meeting
San Antonio Independent School District Board of Trustees
Wednesday, June 24, 2026**

NOTE: These minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which the items were discussed and/or voted on.

Special Board Meeting of the Board of Trustees of the San Antonio ISD was held on Wednesday, June 24, 2026, beginning at 5:33 p.m., Board Room, 514 W. Quincy Street, San Antonio, TX 78212.

1. Meeting Called to Order

- A. Roll Call of Board Members Present and Declaration of Quorum Present 7 Absent 0
 - 1. Ms. Alicia Sebastian
 - 2. Mrs. Christina Martinez
 - 3. Mr. Jacob Ramos
 - 4. Mr. Ed Garza
 - 5. Mrs. Stephanie Torres
 - 6. Mr. Arthur Valdez
 - 7. Dr. Mike Villarreal – joined remotely
- B. Recording of the Superintendent
 - 1. Dr. Jaime Aquino
- C. Pledge of Allegiance to the U. S. Flag
- D. Salute to the Texas Flag - "Honor the Texas Flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."
- E. Citizens' Presentations - 30-minute total time limit for this item
None presented.

2. Discuss and take appropriate action to name the finalist(s) being considered for the position of Superintendent of Schools

Please refer to the Board vote on item 4A1.

3. Discuss and take appropriate action to appoint an Interim Superintendent and authorize the board president to sign the interim superintendent's contract

Motion by Mr. Ramos move to appoint Toni Thompson to the position of Interim Superintendent of Schools and authorize the Board President to execute an employment contract. Second by Mrs. Torres; approved by a vote of 7-0 with all Board members present.

4. Closed Session

- A. Ms. Sebastian convened the Board in Closed Session at 5:35 p.m. as authorized by the Texas Government Code Chapter 551, et. Seq. (TGC 551.071 and TGC 551.074)
- B. Ms. Sebastian reconvened the Board in Open Session at 5:58 p.m. and took appropriate action on items discussed in Closed Session.
 - 1. Deliberate and consult with legal counsel on the appointment, employment, duties, qualifications of applicants/candidates for the Superintendent of Schools position. (TGC 551.074, 551.071)
Motion by Mr. Valdez to name Adrian Bustillos as the finalist for the position of Superintendent of Schools. Second by Mr. Garza; approved by a vote of 5-2 with Mrs. Torres and Mr. Ramos voting no.
 - 2. Deliberate and consult with legal counsel on the duties, appointment, and contract of an Interim Superintendent. (TGC 551.074, 551.071)
Please see refer to the Board vote on item 3.

Please note: These minutes are contingent upon Board approval at the July 20th Board Meeting.

5. Adjournment

A. Ms. Sebastian adjourned the meeting at 6:12 p.m.

MINUTES APPROVED

The foregoing minutes of the Special Board Meeting of the Board of Education of the San Antonio Independent School District held on Wednesday, June 24, 2026 were duly approved at a meeting held on July 20, 2026.

ATTEST:

Alicia Sebastian
President, Board of Education
San Antonio Independent School District

Jacob Ramos
Secretary, Board of Education
San Antonio Independent School District