



School Action Fund (SAF)

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Agenda

Overview of LASO Cycle 4
Application Process and Timeline

School Action Fund Deep Dive

Next Steps

FYIs



Submit questions during the webinar using the Zoom Q&A



Webinar slides and recordings will be posted on the [LASO 4 Cycle website](#) after all webinars have been completed



Email LASO@tea.texas.gov with follow-up questions

Overview of LASO Cycle 4

Learning Acceleration Support Opportunities (LASO)



Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, allotments, and in-kind supports**, bundled around a few key strategies to accelerate academic gains. LASO Cycle 4 will offer 15 opportunities focused on curriculum & instruction, educator training, more time, and innovative school models.

\$500M

in estimated services
and supports

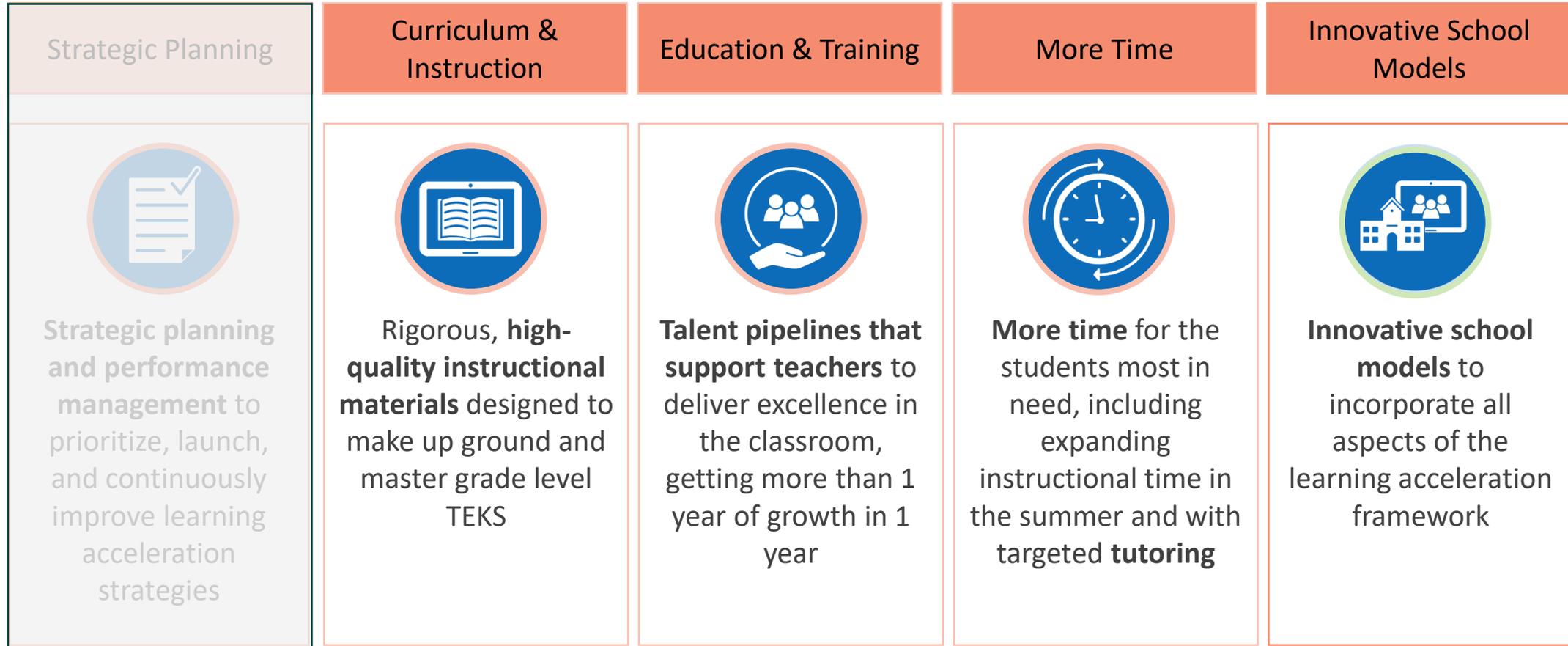
15

Initiatives to support
learning acceleration
and innovation

1

Application to access
funding

LASO Cycle 4 will be anchored in four Learning Acceleration Strategies



LASO 4 Portfolio

Several LASO initiatives span multiple years. This view displays the **total allocation across all years**, beginning with the LASO cycle and including continuation grants where applicable.



Initiative	District or Campus Level	Estimated Total Allocation Available	Initiative Duration In Years	Estimated Range of Award	Estimated Number of Awards
Curriculum and Instruction					
Leadership & Instructional Foundations for Texas (LIFT) LIFT merges programs formerly known as Strong Foundations- SF, Texas Instructional Leadership- TIL, and Texas Lesson Study- TXLS	District	\$200M	3	\$235K-1.5M	350-475
LIFT Add-On: School Improvement PLC Support (LIFT SI PLC) <i>(available only for Title I Comprehensive, Targeted, and Addtl Targeted)</i>	Campus	\$45M	1	\$60K-120K	150-300
School Improvement Curriculum and Instruction Support Grant (SI CISG) <i>(available only for Title I Comprehensive, Targeted, and Addtl Targeted)</i>	Campus	\$10M	1	Up to \$200K	Up to 50
Blended Learning Grant (BLG) Two Cohorts: Academic – Math or RLA cohort and Strategic Operations Cohort	District	\$4M	2-3	Academic- Up to \$180K Strat Ops- Up to \$310K	15-20
AP Computer Science Principles (APCSP)	District	\$1.292M	1	\$10K- 100K	Up to 50
Education and Training					
PREP Program Allotment 1. PREP Residency Preservice Program 2. PREP Grow Your Own (GYO) Program 3. PREP Mentorship Program	District	\$146M	1	Residency Program: \$24K-1.6M Grow Your Own: \$8K-480K Mentor Program: \$3K-120K	All eligible districts may receive the allotment
Texas Strategic Staffing for Residencies (TSS) Grant	District	\$2.9M	2	Up to \$58.4K	Up to 50
More Time					
Additional Days School Year Planning & Execution Program (ADSY PEP) Two Cohorts: Full Year Redesign and Summer Learning	District	\$7.7M	2-3	Summer- Up to \$200K Full Year- Up to \$600K	30-36
Innovative School Models					
School Action Fund (SAF)	Campus	\$30M	2-3	\$185K-375K	27-30
Navigating Excellence through Targeted Supports (NEXT)	Campus	\$1.75M	1	Up to \$150K	Up to 5
Early College High School (ECHS)	Campus	\$800K	2	Up to \$100K	Up to 8
Pathways in Technology Early College High School (PTECH)	Campus	\$1M	2	Up to \$100K	Up to 10
Virtual Hybrid Program Accelerator (VHPA)	Campus	\$5M	2	Up to \$230K	10-14



School Action Fund

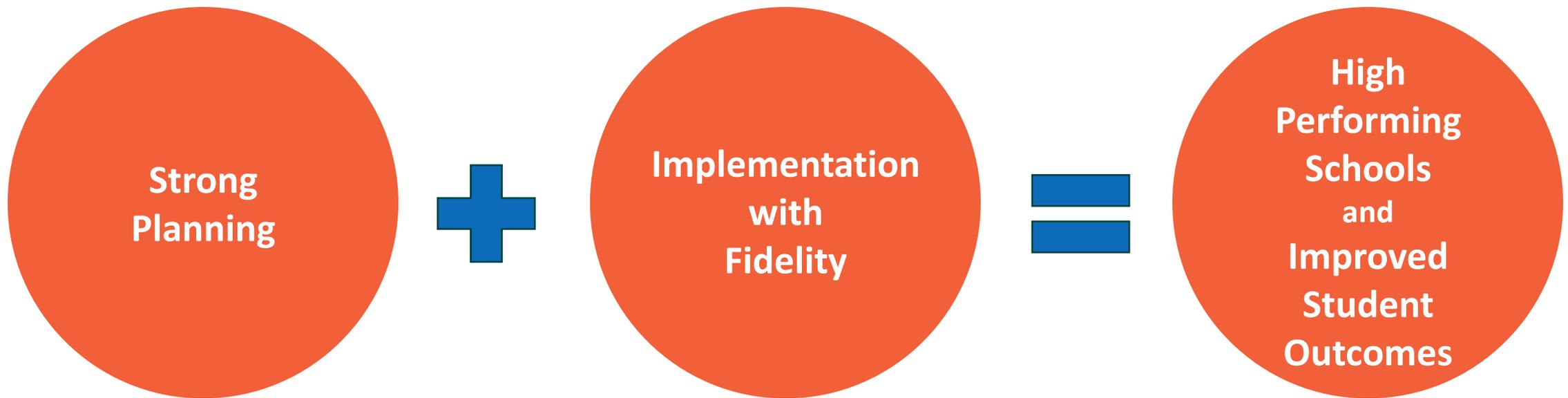
Deep Dive

- **School Action Fund Overview**
 - Theory of Action
 - School Action Fund Purpose and Goals
- **School Action Fund Grant Essentials**
 - Eligibility
 - Funding and Supports
 - Commonalities Across All Actions
- **Actions, Governance Types, and Models in Cycle 10/LASO 4**
- **Select SAF Grant Assurances and Requirements**
- **Strategic Considerations**
- **Grant Scoring and Methodology**
- **Closing and Next Steps**

School Action Fund Theory of Action



If district and campus leaders are supported to plan deeply every aspect of the school action and implement that plan with fidelity, then more students will have access to high-quality learning environments and outcomes will dramatically improve.



Purpose and Goal



- The **School Action Fund (SAF)** awards grants that support whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance.
- **The SAF grant North Star is for each campus to be A/B-rated within two years of implementation**, helping districts to provide more students access to the schools they need, want, and deserve in their communities.

Planning focuses on inputs:

- An ESF-aligned School Design Plan
- Performance Agreement that outlines model elements, flexibilities from district practices, and ambitious student outcomes goals .

Implementation focus on outputs:

- high-quality instructional materials (HQIM),
- research-based instructional strategies (RBIS), and
- **School Model** components.

Planning grantees that meet all requirements could be eligible for non-competitive continuation grants to support implementation.

School Action Fund (SAF) Cycle 10/LASO 4.



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Eligibility: The Basics

Eligibility

Title 1 designated by 9/15/2025

and

Federal Accountability Designation:

- CSI
 - TSI
 - ATS
-
- Remain Title I-serving schoolwide throughout all phases of the grant

Special Circumstances

Eligibility

For **Restart** and **Create new** Actions:

- Not previously awarded SAF, since 2019-2020, including TCLAS Decision 10 or Any SAF LASO grants

For **Reassign** Actions:

- Previous SAF grantees in Cycles 1 – 6 and TCLAS may apply (school is going to be closed SY2026-27)
- No current SAF grantees: Cycles 7, 8, 9 (LASO 1, 2, 3)

SAF Cycle 10 Full Cycle Timeline & Funding



- The first year of the SAF Cycle 10 grant is awarded through the LASO 4 process.
- Subsequent phases of the grant are awarded based on successful completion of all grant requirements.
- Applications for each subsequent phase of the grant cycle opens in the Spring.

LASO 4

Continuation Application, Spring 2027

3/1/26 - 6/30/27

7/1/27- 6/30/28

7/1/28 - 6/30/29

Fall SY2025-2026	SY 2026-2027	SY2027-2028	SY2028-2029
15-month Planning Grant	Planning	Year 1 Continuation grant	Year 2 Continuation grant
15-month Implementation Grant	Implementation	Year 2 Implementation grant	N/A

SAF Cycle 10 Supports

Technical Assistance



Pre-approved TA providers with deep content expertise to support planning and implementation

Tools & Resources



Access to tailored tools and resources from TEA

Funding



Planning (1 year):

approx. \$150K per school plus in-kind TA

Continuation (up to 2 years):
\$200K-\$400K per school, each year

Leader Professional Development



Opportunities for school leaders to participate in action-specific **professional development** or **school design programs**

SAF Cycle 10/LASO 4 Funding by Action*



Action Type	Campus Characteristics	Campus (School System) Grant	SAF TA Provider (In-kind/Paid by TEA)	Total One-Year funding
Restart	Chronic underperformance and need for new staff	Planning: \$150,000	Planning: \$72,500	Planning: \$222,500
		Implementation: \$350,000	Implementation: \$75,000	Implementation: \$425,000
New School	Need for a new high-quality option for Title I students	Planning: \$150,000	Planning: \$97,500	Planning: \$282,500
		Implementation: N/A	Implementation: N/A	Implementation: N/A
Reassign	Chronic Underperformance and/or low enrollment	Planning: \$150,000	Planning: \$72,500	Planning: \$222,500
		Implementation: \$200,000	Implementation: \$75,000	Implementation: \$275,000

*Planned/intended awards – may be adjusted due to number of applicants and other considerations

Commonalities Across All School Actions



Regardless of action or model, all School Action Fund will campuses include the following elements:

**Effective School
Framework (ESF)
alignment**

**High Quality
Instructional
Materials (HQIM)**

**Research based
instructional
strategies (RBIS)**

**Strategic use of
instructional
staff and time**

**Campus Leader
with a track
record of success**

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Step 1: Select an Action



1. Restart an Under-Performing School

- New leader and mostly new teachers
- New academic program implemented in Year 1 (not phased in)



2. Create a New School

- New Title 1-serving school opens in dedicated or shared facility (phase in or full-build)
- New school leader, new teachers, new academic program
- *NOTE: Not a school improvement strategy for underperforming campus*



3. Reassign Students to a High-Performing Campus

- Students reassigned to A/B rated campuses following deep community engagement and student and family support
- Campus closed in Year 1 w/ transition support provided to students in receiving schools

Step 2: Select a Governance Type

A. District- Run

- Flexibility from district policy/practices required

B. 1882 Partnership \$

- Must meet all 1882 designation requirements

C. Governance Type and Model: N/A

- Target campus will close
- Students are assigned to any A/B-rated campus in district, regardless of governance type or model

Step 3: Select School Model

1. ACE RC (\$)

2. Advanced STEM

3. Turnaround Partnership \$

- F-rated campuses, Restart only
- Eligible for pause in accountability sanctions

4. Innovation Partnership \$

\$ Actions/ Models that yield additional sustained funding opportunities

RC Support provided to apply for Resource designation if eligible

Note: Planning and/or implementation grants available. School Systems already planned with an approved TA provider may elect to apply for an implementation grant

Now that you know what is available, ...

...what aligns with your campus needs & school system context?



Action Type	Campus Characteristics	Considerations
Restart	Chronic underperformance and need for new staff	<ul style="list-style-type: none">• “Our campus needs a fresh start.”• “Our campus is on the accountability clock and needs a pause in sanctions.”
New School	Need for a new high-quality option for Title I students	<ul style="list-style-type: none">• “Our families are looking for different types of schools.”• “We have a strong leader ready for a new challenge.”• “We have a new building ready to open in 1-2 years.”
Reassign	Chronic Underperformance and/or low enrollment	<ul style="list-style-type: none">• “Our district has too many campuses and it’s impeding our ability to deliver a high-quality experience for all students.”• “We have nearby A/B campuses that can absorb more students AND deliver a great student experience.”



Restart Action: District-Run ACE Model



Carver 6th Grade STEM Learning Center

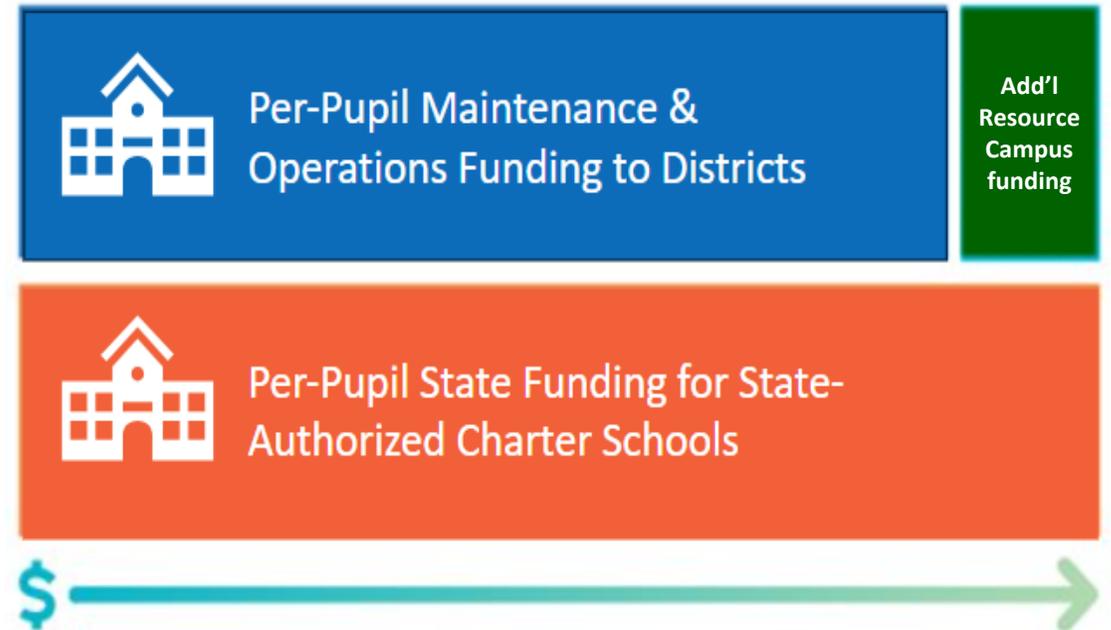
- **Problem:** Consistent underperformance at the school system's only 6th grade campus impacted remaining secondary grade results, including high schools
- **Solution:** Incentive high-performing teachers in the content areas and assign students based on teacher strengths matched to student needs
- **Results:**
 - Earned 2 Distinctions in SY2024-25:
 - Post-Secondary Readiness Top 25%
 - Comparative Closing the Gaps

Campus	SY22-23	SY23-24	SY24-25
Carver 6th Gr STEM	F	C	B

Restart Action: ACE grants Support Resource Campus Designation



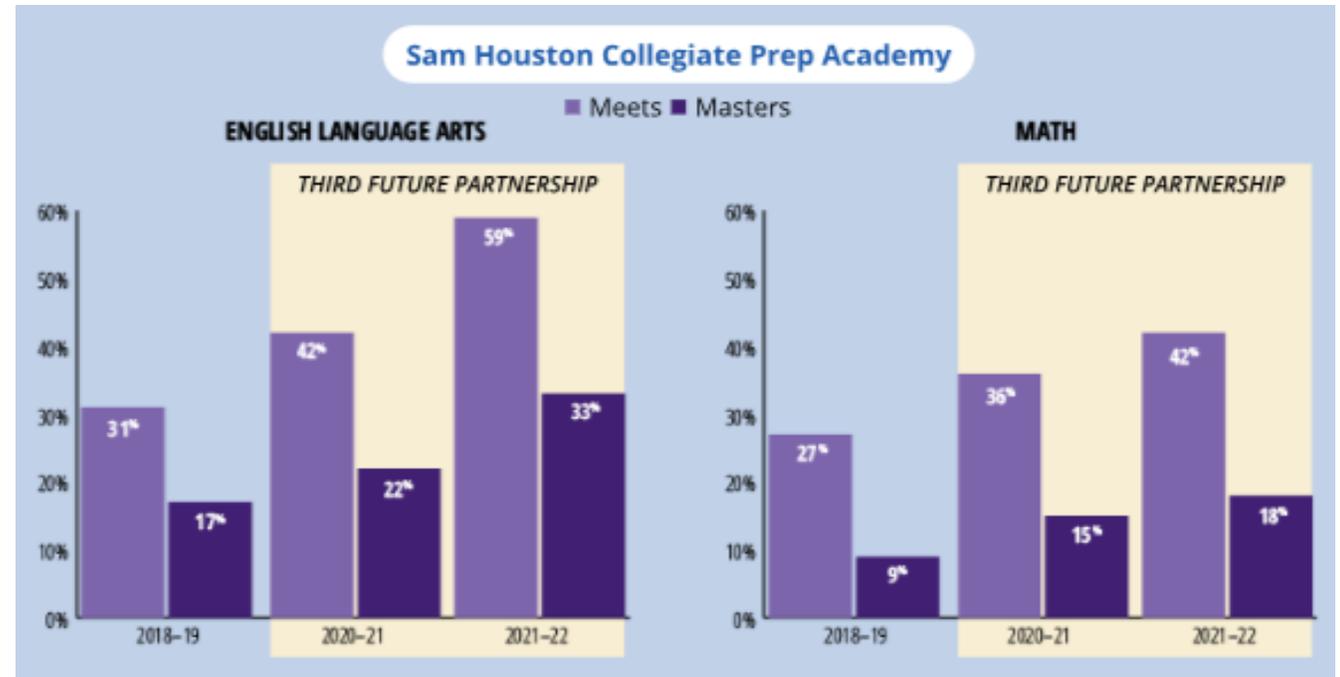
- Resource Campuses provide an additional **funding source** to campuses that implement a set of evidence-based TEA initiatives, including **TIA, ADSY, HQIM, and ACE**.
- Resource Campuses are funded in the same way as Texas Partnerships/SB1882 campuses, but the campuses remain district-run.
- In larger districts, this could be up to \$900 - \$1,000 per ADA per year.
- HB2 updated resource campuses requirements.



Restart Action: Turnaround Partnerships



- **Problem:** In March 2020, following four straight years of IR ratings, Sam Houston Collegiate Prep Academy was on the verge of triggering accountability sanctions
- **Solution:** To turn around the PK-6 school, Midland ISD launched a Call for Quality School and selected an Operating Partner to form a Texas Partnership
- **Result:** Selected Third Future Schools as the Operating Partner; student outcomes began to improve



Campus	SY21-22	SY22-23
Sam Houston Collegiate Prep	N/A (COVID)	B

SAF New School Design Fellowship



District-run Create New School grantees name a “Principal Fellow” to participate in a year-long, cohort-based professional learning fellowship in addition to receiving 1:1 coach.

Planning (March 1, 2026-June 30, 2027)	Continuation (if awarded, July 1, 2027- June 30, 2029)
Hybrid (virtual and in-person) New School Design Fellowship including weekly design sessions with statewide cohort and inspirational school visits	Dedicated 1:1 coach for the founding school leader
Dedicated 1:1 coach for the founding school leader	Monthly in-person professional development for the leadership team and teachers aligned to the school design
Support for the district with planning, design, and grant management	Careful school-data monitoring tied to statewide school accountability goals
	Support for the district with progress monitoring and grant management

Wester EL, Lubbock ISD



Home of the Whirlwinds

- **Problem:** Wester scored an F in overall accountability for SY 2018-2019 school and was CSI.
- **Solution:** Wester engaged in the SAF New School Design Fellowship and launched a new school in SY20.
- **Result:** Implemented HQIM in Math and RLA, incorporated the STEM Framework, and tightened their observation feedback protocols.

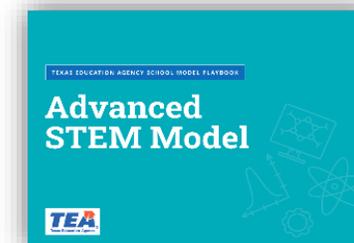
Campus	SY21-22	SY22-23
Wester EL	N/A (COVID)	B
McCool Academy	N/A (COVID)	B



Commander William C.
MCCOOL ACADEMY

- **Problem:** Lubbock ISD wanted a high-quality option to utilize space after low-perf campus close
- **Solution:** Create a new STEM school to meet community demand
- **Results:** Includes Project Lead the Way courses and has partnered with New Tech Network for professional development; students connect with the community hosting exhibitions to demonstrate their learning.

Playbook available on
Center for School Actions [website](#).



Create New School Action: District-Run Options

New Building	Repurpose Existing Building	Co-location in Existing Building
		

Create new school Action: District-Run



New Building



Valor Middle School
College and Career Preparatory Academy

- **Problem:** Texarkana ISD had two historically struggling schools in aging facilities
- **Solution:** Build a new school and consolidate/close the older schools
- **Result:** Campus opened with approx. 800 students enrolled

- **Problem:** East Central ISD needed a new school to meet enrollment demand
- **Solution:** Build a new middle school and carefully plan a new school to meet student needs
- **Result:** Valor MS opened with a single grade on another campus until the new building is finished. The school will move into the new building in SY26.

Create new school Action: District-Run

Empty Buildings



ALDINE YOUNG WOMEN'S LEADERSHIP ACADEMY



- **Problem:** Families in Aldine were looking for more high-quality, best fit school options
- **Solution:** Aldine ISD repurposed an empty elementary school building into a new school of choice
- **Results:** Provided the community with a high-performing option and reengaged families

- **Problem:** Ector County ISD needed more early childhood seats available in on sector of the school system
- **Solution:** Create an ECE in an empty campus
- **Result:** Met community demand in that area of town that families previously commuted to other zones to access Pre-K programming

Campus	SY21-22	SY22-23	SY23-24	SY24-25
Young Women's Leadership Acad	A	A	A	A

Create new school Action: District-Run



Under-utilized Buildings



- **Problem:** Additional support needed for 2nd language learners.
- **Solution:** Aldine ISD used an empty wing of Aldine HS to open La Promesa High School for newcomer students
- **Result:** With an enrollment of 448 students, the class of 2025 will be the 1st to graduate from La Promesa



- **Problem:** El Paso ISD need to offer more choices to assist with student retention
- **Solution:** Opened two choice Montessori elementary schools; one in the West zone and one in the East Zone, each co-located with an under enrolled elementary school
- **Result:** The new school options brought families back into these zones and increased enrollment

Campus	SY21-22	SY22-23	SY23-24	SY24-25
LA Promesa	B	A	B	B

Texas Partnerships (SB 1882) Overview

Under a Texas Partnership, the district authorizes a **high-quality, experienced** operator to operate a school under a performance contract. The partner has responsibility for staff, curriculum, calendar, assessments, and other school-level decision-making while the **district holds the partner accountable** for academic and financial performance. **There are two types of partnerships, innovation and turnaround.**

Resources

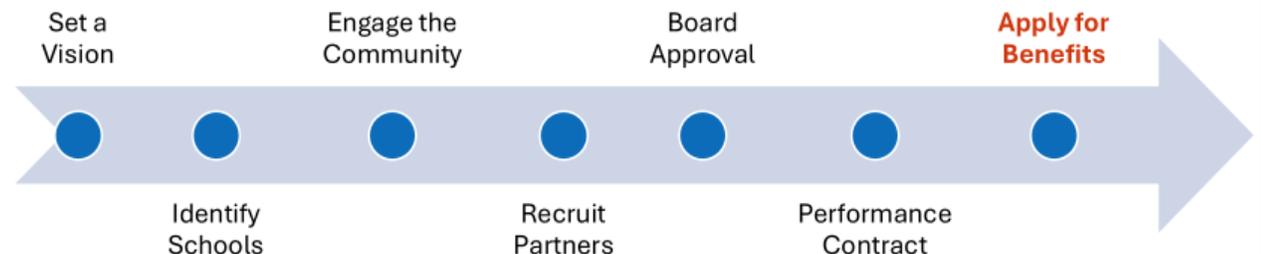
- ❖ [Texas Partnerships Website](#)
- ❖ [Texas Partnerships Guide](#)
- ❖ [Authorizer Handbook](#)
- ❖ [Texas Partnerships Benefits Application](#)
- ❖ [Prekindergarten Partnerships Guide](#)

Set up time for Q&A, feedback, document review and more by emailing mary.awalt@tea.texas.gov.

Texas Partnerships Benefits

- **Additional Funding:** Some districts will qualify for **additional FSP funds**, and these additional funds will continue while the partnership exists (not a grant program).
- **Accountability Exemption:** Approved turnaround partnership schools with an overall F rating receive a **two-year exemption** from specific **accountability-related sanctions**. The school years in which a pause is enacted are dependent on the number of consecutive unacceptable ratings.

Developing a Partnership



Texas Partnerships (SB 1882)



Example Timeline

Spring/Summer 2025	Set mission and vision for authorizing, conducts needs assessment, identify schools
Summer 2025	Draft board policy and develop application
August 2025	Submit board policy and application/rubric to TEA for review (looking for alignment to SB 1882 eligibility requirements)
August 2025	Adopt board policy and release application (Call for Quality Schools)
September 2025	Evaluate applications from potential operating partners
September 2025	Conduct capacity interviews
October 2025	Select operating partner and make recommendation to the board
November 2025	Negotiate performance contract
December 2025	Both boards approve performance contract
December 2025	Apply for SB 1882 benefits
Spring and Summer 2026	Conduct pre-opening activities
August 2026	Campus opens

Required Activities for Texas Partnerships benefits that begin in 2026-2027

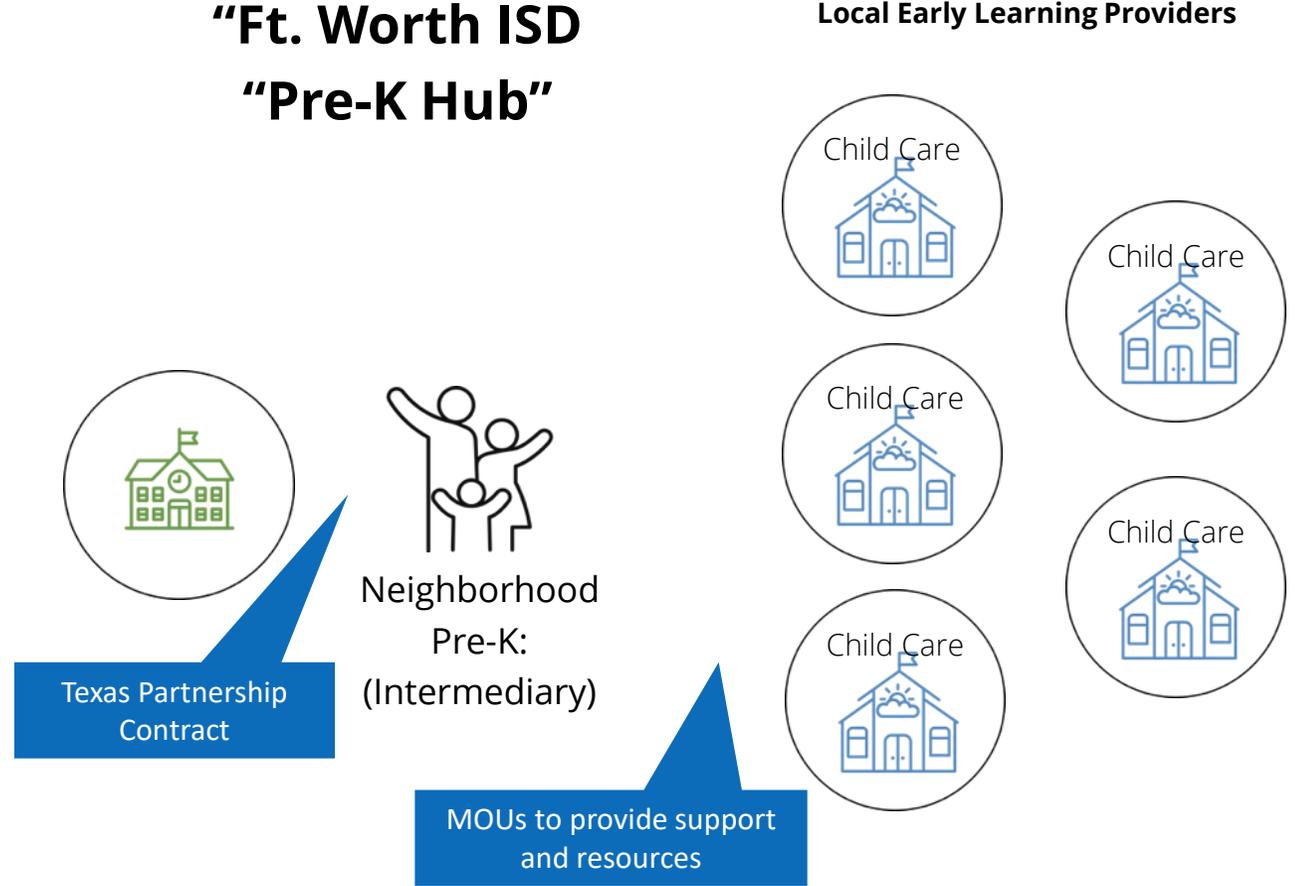
- **District and Proposed Partners Attend Required Webinars:** Upcoming Dates **October 14th-16th** & **October 28th-30th**.
- **District submits Mandatory Letter of Intent by Friday, December 5th** at 5 pm (CST).
- **District submits locally developed charter authorizing policy, local campus partner application, and/or local application scoring rubric OR** notifies TEA that the district has adopted TEA models by **Friday, December 5th** at 5 pm (CST) **or no later than 5 working days prior to local campus application release** (whichever date is earlier).
- **Texas Partnership Benefits Application final** deadline is **Tuesday, March 31st** at 5 pm (CST).

Create New School Action: Innovation Partnerships



- **Problem:** Ft. Worth ISD needed increase access to high-quality Pre-K seats
- **Solution:** Approved a Texas Partnership agreement with **Neighborhood Pre-K**, a local nonprofit, to operate a network of local Early Learning providers starting in SY2024-25
- **Results:** In this “Pre-K Hub,” FWISD is able to support
 - Local Pre-K providers with additional revenue and capacity
 - The development of a teacher pipeline in partnership with local workforce and IHE stakeholders
 - Families in navigating a complex early education landscape

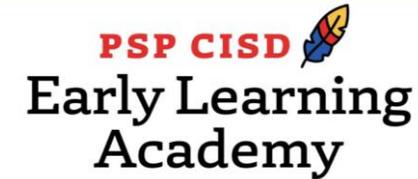
“Ft. Worth ISD “Pre-K Hub”



Create New School Action: Innovation Partnerships



- **Problem:** San Antonio ISD needed more workforce-based opportunities.
- **Solution:** SA ISD partnered with Alamo Colleges to support 3 high schools to bring relevant pathways to the community.
- **Result:** Career-focused pathways 3 high schools to broaden high school students' access.
 - **Fox Tech HS:** Associate of Science or Associate of Applied Science degree.
 - **Travis ECHS:** Grow Your Own Teacher program leading to an Associate of Arts in Teaching degree.
 - **St. Philip's College ECHS:** Automotive Technology, Information Technology, Certified Nursing Assistant, and Culinary Studies programs.



- **Problem:** Plemons-Stinnett-Phillips CISD had a challenge with recruiting and retaining quality staff who have young children. There were no existing early childhood centers available in the community.
- **Solution:** Launch a Call for Quality Schools for a Partner to operate an ECE in the district. The district selected ESC 16.
- **Result:** The new school opened in September 2024 and currently serves 118 3–4-year-olds.

Reassign Action



2022 Rating: B



2022 Rating: B



2022 Rating: B



San Jacinto EL



- **Problem:** Como Montessori had declining enrollment and teachers not inconsistent abiding to Montessori methods
- **Solution:** Provide families with other in-district, high-quality options, including Montessori
- **Results:** Daggett Montessori's enrollment increased; Ft. Worth ISD repurposed the Como Montessori building to an alternative high school

- **Problem:** Burleson EL was facing possible 4th F-rating and EC ISD needed more early childhood seats
- **Solution:** Close Burleson EL, reassign students to one/combination of 3 higher-performing schools nearby, and provide transition support
- **Results:** Transferred students were placed in higher-learning academic environment
Burleson ECE opened and fills a community need

What are the SAF Reassign Requirements?



Target Reassign Campuses:

- Closed campuses must have **fewer than 4 consecutive unacceptable** ratings
- Students must be **reassigned to A/B-rated campuses**
- Receiving campus(es) must be title-1 serving to **receive continuation support** after planning

CDCN Implications:

- If Receiving campus earns A-C rating after reassignment, old CDCN may close.
- If Receiving campus earns D/F rating after reassignment, Receiving Campus will take old campus CDCN

Register for SAF Office Hours

Restart	October 17 2:00 - 3:00 CT October 20 9:00 - 10:00 CT
Create New	October 16 9:00 - 10:00 CT October 30 11:00-12:00 CT
Reassign	October 20 10:00 - 11:00 CT October 28 11:00 - 12:00 CT
Partnerships	October 17 1:00 - 2:00 CT November 4 11:00 - 12:00 CT



[Schedule a 1:1 call with the Center for School Actions](#)

Find additional resources



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Create new Actions Requirements: HIGHLIGHTS



District-Run Action

- Must select a campus leader by **June 5, 2026**
 - Commit to that campus leader's full participation in the New School Design Fellowship program beginning Summer 2026
- "New" schools may also be created through the conversion from a District-Run campus to an Innovation Partner-Managed school
- NOTE
 - Campus "phase-out" is not provided by the 2026-2027 School Action Fund-Planning and Implementation grant

SAF Program-Specific Assurances: HIGHLIGHTS



- Grantees will work with TEA-vetted and matched Technical Assistance providers (TAs)
- Progress Monitoring will occur
 - At least quarterly through submission of Gate-specific Deliverables
 - SAF FOI Reviews (ongoing by TAs) and Evaluations (by an independent third-party organization) during Continuation/Implementation Year 1)
- Across all LASO grants
 - Submit expenditures regularly
 - Monthly preferred, quarterly at minimum, for grant expenditures
- School system-level (Central Office) Business/Finance Office staff member responsible for overseeing grant expenditures and draw down processes
 - Must attend **at least two meetings per semester** with the School System's (Applicant) School Action Fund Project Manager and the TEA SAF Team program staff.
- Implement HQIM and RBIS
 - In **both** RLA and Mathematics classes/courses
 - In Year 1 (one) of Continuation/Implementation

ALL Actions Requirements: HIGHLIGHTS



- Performance Agreement (for District-Run actions) OR Partnership Performance Contract (for Partner-Managed actions) signed by the campus leader and the district Superintendent and/or School Board **by May 31, 2027**.
- The grantee's Board of Trustees must complete TEA-approved Board training by Gate 3 of the **first year of the awarded grant**.
- Implementation grants applicants: must complete planning with TEA-approved Technical Assistance provider before SAF award in **March 2026**, and be ready to fully implement the Action in Fall 2026.
- Any campus that is closing or potentially being repurposed as part of SAF must comply with rule [§97.1066](#): Campus Repurposing and Closure.

SAF Time Commitment



BOARD	<p>Time per week: 1 hour</p> <p>Activity(ies): Approve ADSY calendar & school actions/models. Participate in TEA-approved Board of Trustees training and SGS Learning Labs (if applicable). Meet with community members to build support and buy-in.</p>
SUP	<p>Time per week: 1 hour</p> <p>Activity(ies): Coordinate BoT updates. Join campus walkthroughs (monthly/every other month). Participate in SGS Learning Labs (if applicable). Meet with community members to build support and buy-in.</p>
C-SUITE: CAO, SFO, CIO	<p>Time per week: Varies</p> <p>Activity(ies): Coordinate allocation of resources, including personnel, and appropriate drawdown of funds. Monitor fidelity of implementation of program. Meet with TEA team.</p>
DISTRICT LEADERS	<p>Times per week: Up to 20 hours</p> <p>Activity(ies): Campus walkthroughs and progress monitoring of data. Coordinate allocation of resources, including personnel, and appropriate drawdown of funds. Monitor fidelity of implementation of program. Meet with TEA team.</p>
CAMPUS LEADERS (includes coaches)	<p>Time per week: Varies</p> <p>Activity(ies): Classroom walkthroughs; leading PLCs for lesson internalization, data analysis, and professional development. Progress monitoring for fidelity of implementation of SAF program requirements. Participation in SAF/SGS convenings, training, and Learning Labs. Monitor grant budget and meet with district leaders and TEA team.</p>
TEACHERS	<p>Time per week: Up to 30 hours</p> <p>Activity(ies): RLA and Math teachers implementing HQIM with fidelity and participating in PLCs for lesson internalization, data analysis, and professional development. Provide intervention and personalized learning opportunities (tutoring) to students.</p>

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SAF Scoring Criteria: Priority Points



- 5 points each low achieving **campus**
 - < 40% of students "Meets" combined Math + RLA STAAR, based on 2024-2025 STAAR data
- 10 points each economically disadvantaged **campus**
 - > 80% of students at the campus
- 10 points each **campus** previously awarded a Strong Foundations Implementation grant
 - Implemented Bluebonnet Learning materials in **both** Math and RLA, where available
- 5 points for each **campus** in a School System with a state appointed Board of Managers and/or with at least 5 years of unacceptable accountability ratings
- 5 points for each **campus** in a School System with a fully approved Teacher Incentive Allotment (TIA) or Enhanced Teacher Incentive Allotment (E-TIA) system
- 5 points per **School System** that has an Office of Innovation/Transformation
- 5 points for each **School System** with a Board of Trustees-approved and implemented ADSY calendar with at least 200 school days
- 5 points for **School Systems** with at least 165 school days (5-day school weeks)

SAF Award Methodology



- **Confirm Eligibility**
 - Title I-serving and
 - Comprehensive, Targeted, or Additional Targeted-identification
- **Virtual Interview**
 - Based on Priority Points, the top 50 campuses will proceed to the virtual Interview.
 - Ties: campus with higher economically disadvantaged percentage will go to the virtual interview.
 - For new schools and campuses that have not yet been identified, the School System's (Applicant's) average will be considered.
- **Determine Finalists**
 - Applicants must meet at least 80% of overall points to be considered for an award
- **Determine Awards: Funding in order as below**
 - Restart Actions
 - Create new Actions
 - Reassign Actions
- **Notes**
 - Maximum of six awards across all Actions per School System
 - Maximum of four awards per Action per School System

SAF Finalists Participate in Virtual Interviews



During the virtual interview, LEAs should include the individuals below.

- Superintendent, or Superintendent delegate
- Selected, or proposed, Central Office/School System-level SAF Project Manager
- Chief Financial Officer
- Senior district leader directly responsible for overseeing the selected campus
- **Campus-level leader selected to lead the school action planning process (if identified)**

Interviews will cover the following topics:

School Action Selection (50 points)

- Evaluation process and criteria for selecting the school action and campus leaders
- Alignment of school action with overall district strategy for school improvement
- Support from Board of Trustees and system-level departments such as Human Resources, Finance/Budget, Curriculum & Instruction)

Readiness to Plan/Implement (50 points)

- Understanding of school action requirements and planning activities
- Awareness of school action implementation challenges and mitigation strategies
- Plans for engaging technical assistance organizations
- Presence of existing practices and policies to support school action planning and implementation

Technical Assistance Providers Expected to be Matched with SAF Cycle 10 Grantees



FYI | Provider Contract Guidelines



In accordance with the recent executive orders, if a grant requires districts to contract with a provider, then include the following language in the contract:

Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.

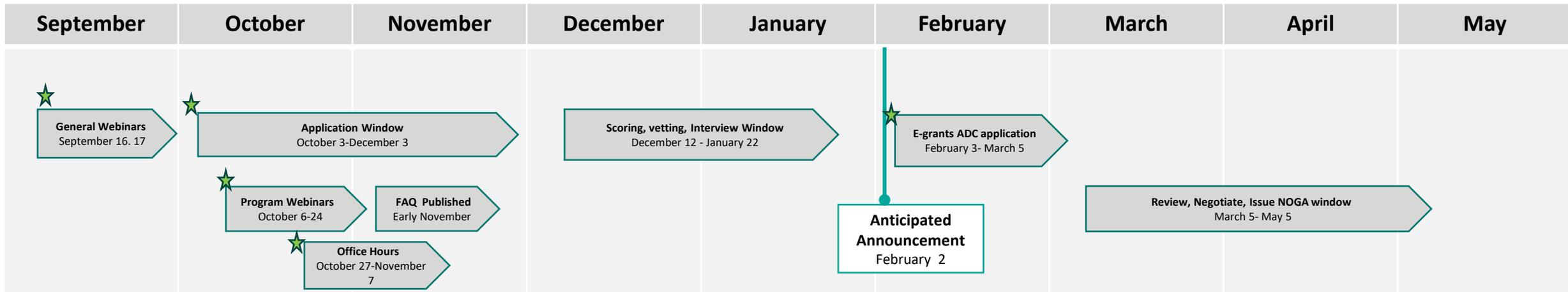
- School Action Fund Overview
 - Theory of Action
 - School Action Fund Purpose and Goals
- School Action Fund Grant Essentials
 - Eligibility
 - Funding and Supports
 - Key Elements
- Actions, Governance Types, and Models in LASO 4
- SAF Campuses in Action
- Select SAF Grant Assurances and Requirements
- Grant Scoring and Methodology
- **Closing and Next Steps**

Timeline Overview- LASO 4 application opened on October 3 and closes December 3, 5:00 pm CT



2025

2026



Major Milestones

- **Application** | opens on October 3rd and closes on December 3rd at 5:00pm CT. School systems have 60 days to complete the application for the initiatives that they wish to apply.
- **Scoring and interview** | opens December 4th- January 22nd . TEA may reach out to districts for interviews to provide an opportunity to determine readiness and fit.
- **eGrants window** | open February 3rd-March 5th. This is the window for districts to accept or decline any initiative offering selected to receive funding.
- **NOGA** | There is a 60-day window for NOGA issuing. The NOGAs are processed in the order received. A delay in submission may impact the NOGA date.



**School systems
must submit
LASO Cycle 4
applications by
December 3 at
5:00pm CST**



TEA emailed unique application links to school system superintendents on October 3 (if needed, school systems can complete a [Request for Application Link Form](#) to receive a new link)



PDF of the application is posted on the [LASO Cycle 4 website](#); however, school systems must submit the application through Qualtrics using the unique application link



Applications must be signed by the superintendent to be accepted

Questions?



Office Hours

Attend office hours for technical assistance or discussion with program teams

- October 29, 2025, 9:00-9:30 am CT ([registration link](#))
- Application Support: October 27, 8:00-8:30 am CT ([registration link](#))
- Application Support: November 3, 5:00 pm CT ([registration link](#))



FAQs

Review the general FAQ (updated FAQs will be posted by November 3)



Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about SAF, contact schoolactionfund@tea.texas.gov



Change Requests and Declines in LASO

- LASO has an informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the school systems and could raise the school system's federal grant risk level in the coming year

LASO application window opened on October 3, 2025 and closes on December 3, 2025 at 5:00 CT



Application Window

October 3- December 3



Program Webinars

October 9, 9:30 – 10:30 am
Webinar [link](#)
Registration [link](#)

October 10, 2:00 – 3:00 pm
Webinar [link](#)
Registration [link](#)



Next Steps

Visit the LASO 4 website to familiarize with included grant offerings.

Communicate and share the information with school system internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.

Contact CSA for 1x1 [support](#) or join Action-specific webinars



Resources Available

- [Initiative One Pagers](#) provide preliminary grant eligibility and key commitments
- [Eligibility and Prioritization Guidance Doc](#) provides information to help determine the likelihood of being awarded
- [Initiative Selection Tool](#) Provides a Scenario map to guide selection of the right fitting initiative based on need
- [Role and Responsibilities Insight Tool](#) Identifies the types of responsibilities for each role and show where roles overlap across initiatives.

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

Register for SAF Office Hours

Restart	October 17 2:00 - 3:00 CT October 20 9:00 - 10:00 CT
Create New	October 16 9:00 - 10:00 CT October 30 11:00-12:00 CT
Reassign	October 20 10:00 - 11:00 CT October 28 11:00 - 12:00 CT
Partnerships	October 17 1:00 - 2:00 CT November 4 11:00 - 12:00 CT



[Schedule a 1:1 call with the Center for School Actions](#)

Find additional resources

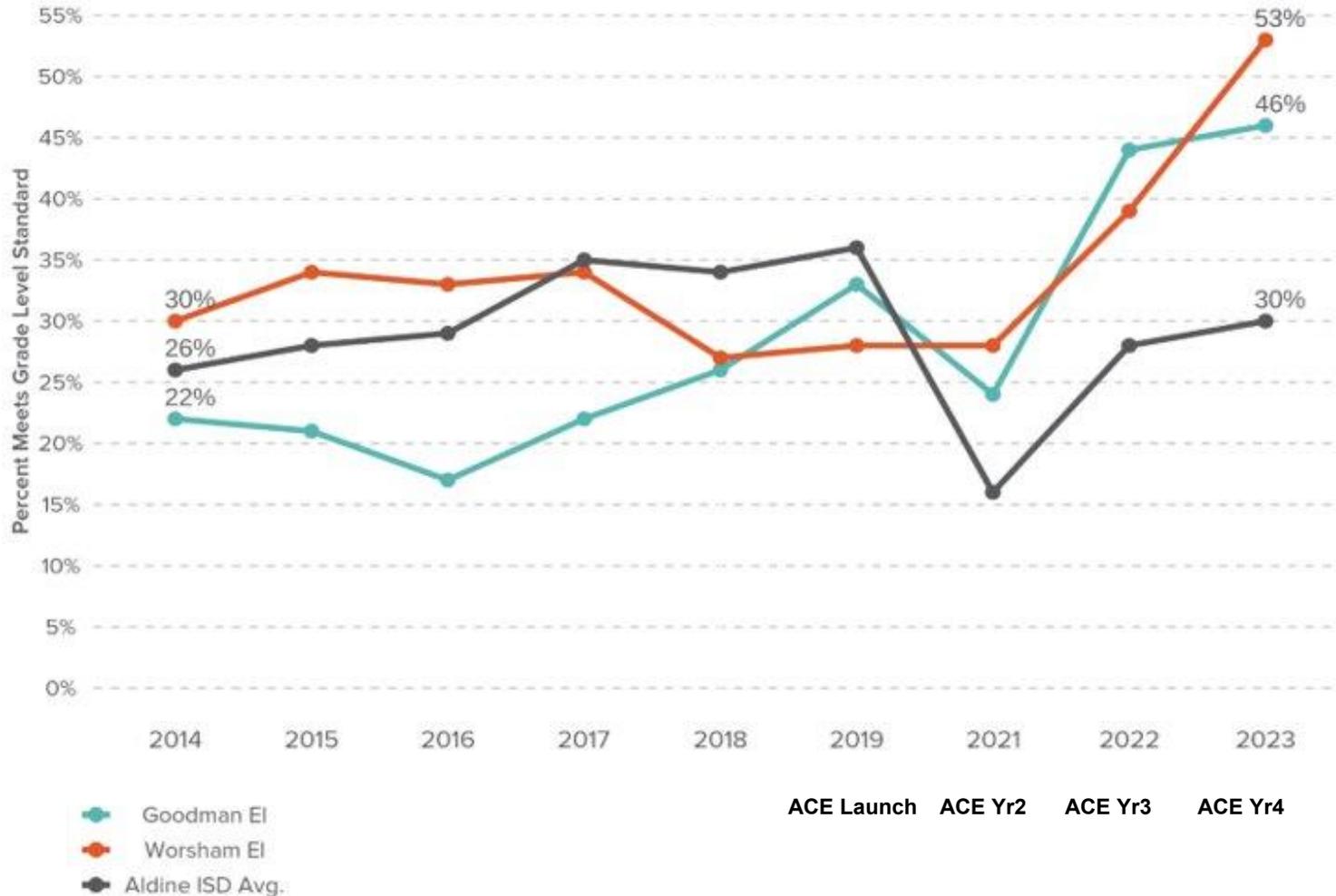


Thank you!

Restart Action: District-Run ACE Model



All Students at Goodman and Worsham El. vs. Aldine All Student Avg., All Grades & Subjects, 2014-2023



Prior to ACE, Goodman and Worsham performed **below District average**

After ACE, Goodman and Worsham student outcomes were **less impacted by COVID** and **showed greater growth coming** in the years following

Campus / Accountability	SY21-22	SY22-23	SY23-24
Goodman EL	B	B	B
Worsham EL	B	A	B

Playbook available on Center for School Actions [website](#).



Restart Action: District-Run ACE Model--Resource



SAF Cycle 10 Restart ACE grantees will receive support to meet Resource Campus designation.

Resource Campus Requirement	Embedded SAF Support
ACE turnaround plan implementation	Restart Action, ACE Model SDP
TIP required to obtain and maintain the designation	ACE Model SDP is foundation for the TIP
High-Quality Instructional Materials (HQIM) Plan	<ul style="list-style-type: none">• HQIM + RBIS FOI Evaluation• Instructional Excellence: early interventions; DDI
Additional Days School Year (ADSY): if elementary or middle school	<ul style="list-style-type: none">• Strategic Use of Instructional Staff and Time• Priority Points for Board of Trustees-approved ADSY calendar
Teacher Incentive Allotment (TIA): 50% of teachers in foundation curriculum must have a designation	<ul style="list-style-type: none">• Strategic Use of Instructional Staff and Time• New campus leader• Majority new staff• Leadership/staff Blueprints

Reassign Action

WHY would I consider this Action?

There is a combination of:

- Chronic underperformance
- Under-enrollment
- Aging facilities

Consider the opportunity to:

- Improve educational outcomes
- Provide enhanced student and family services
- Increase the efficient use of district resources, such as facilities and staff

WHAT is the Reassign Action?

Community Engagement

- Extensive and transparent communication with families and community stakeholders is vital throughout the reassignment process.

Student Experience

- During planning, students are given opportunities to engage with the staff at the receiving schools, explore receiving campuses and begin building a new climate and culture.
- Receiving educators are prepared to welcome and support incoming students.

Stakeholder Support

- Student academic monitoring, positive social support, and adjusting to the new school environment
- Targeted professional development is provided to meet the needs of the teachers

SAF Cycle 10/LASO 4: Reassign Action Detail



Planning

Stakeholder Engagement

- Gather insights from internal and external stakeholders to inform the school model and ensure it meets the needs of the community.
- Communicate updates and changes to all stakeholders, including staff, students, and families.

Select Reassign (Closure) Campus(es)

- Develop district and campus-specific criteria.
- Gain internal Cabinet-level and BoT support.
- Develop facilities plan for the closing campus.

Select Receiving Campus(es)

- Analyze campus data including academic achievement, building capacity, and facility condition.
- Choose high-performing campuses.

Progress Monitoring and Feedback

- Create structured progress monitoring plan to determine gaps between students at the closure campus(es) and receiving campus(es).

Transition Support

- Student and family opportunities to learn about/visit receiving campuses.
- Develop clear plans for transportation and other logistical details.

Continuation/Implementation

Implement Learning Acceleration Support

- Implement HQIM at receiving campus(es).
- Focus on learning acceleration, tutoring supports, and student belonging.
- Ensure stable enrollment through strategic student recruitment and clear enrollment policies.

Student Outcomes Progress Monitoring & Feedback Processes

- Establish systems for progress monitoring and feedback.
- Adjust strategies and practices based on evaluation results to meet the needs of reassigned students and achieve academic goals.

Positive School Culture

- Develop a positive school culture and sense of belonging for reassigned students.
- Specialized support for teachers from reassigned campus to integrate into receiving campus, building one unified school culture.
- Engage families in their child's academic and social progress.
- Address health and wellness needs of students and staff.

Professional Development

- Differentiate HQIM, assessment, and culture-based professional development based on individual teacher need.

SAF Cycle 10/LASO 4: Governance Types



District-Run: The LEA will directly run and support the campus.

The LEA

- Selects the campus leader
- Is responsible for academic, financial, and operational needs
- Executes a Performance Agreement with campus leader to memorialize the agreed-upon flexibilities aligned to school design
- Allows certain flexibilities, which could include ability to waive certain district procedures and practices, determine aspects of the campus design, including curriculum, budget, and calendar
- Holds campus accountable for school model implementation and academic performance
- Renews performance agreement regularly to ensure campus continues to meet goals

Partner-Managed: The district authorizes an organization with a track record of success to operate the campus.

What are Texas Partnerships / SB 1882 benefits?

- Potential additional state funding which can be used to support partnerships/authorizing work
- TRS benefits for OP staff
- (*Turnaround Partnership only*) a sanction pause to give time for turnaround to succeed
- **Turnaround Partnerships (SAF Restart)**
 - Potential for 2-year sanction pause for schools that received an unacceptable rating the year prior
 - Limited to F-rated campuses
- **Innovation Partnerships (SAF Create new)**
 - Existing district schools that received an acceptable rating the year prior
 - Newly launched or converted schools

SAF Cycle 10: Strategic Considerations

