

Application Coversheet

Name of Proposed School to open in Fall 2007: La Fe Preparatory SchoolName of Sponsoring Entity: La Fe Community Development Corporation

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

☒ 501(c)(3) nonprofit organization ☐ Governmental Entity ☐ College or UniversityChairperson of Governing Body of Sponsoring Entity: Robert GonzalesChief Executive Officer of Sponsoring Entity: Salvador BalcortaCEO/Superintendent of Proposed Charter School: Amy O'RourkeName of Governing Body of Sponsoring Entity Member Who Attended an Applicant Conference:
Salvador Balcorta Date of Conference: January 10, 2006Applicant Mailing Address (Not a P.O. Box): 520 Ochoa, El Paso, TX 79901

Physical Address of Proposed Administrative Offices, if different from above: _____

Physical Address of the Main Campus: 616 E Father Rahm Avenue, El Paso, Texas 79901

Physical Address(es) of any Additional Campus(es): _____

Contact Name: Amy O'Rourke Contact E-mail Address: amy.orourke@lafe-ep.org
Contact Phone #: 915-533-6800 Contact Fax #: 915-533-6900
Circle Grade Levels to be served: _____ Maximum Enrollment: 224

(must include, by Year 3, at least one grade level in which TAKS is administered)

Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school nor any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

12-12-06 SALVADOR BALCORTA

Date

Printed Name

(BLUE INK) Signature of Application Preparer

12-18-06 Amy O'Rourke

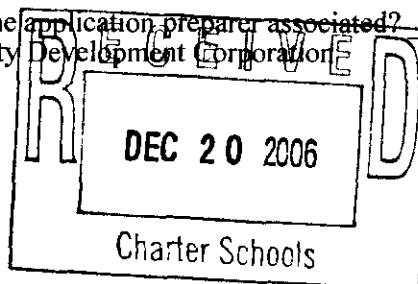
Date

Printed Name

With what company is the application preparer associated?

La Fe Community Development Corporation

Was preparer paid?

☒ Yes☐ No

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Chairperson of Governing Body of Sponsoring Entity: Robert Gonzales

Chief Executive Officer of Sponsoring Entity: Salvador Balcorta

CEO/Superintendent of Proposed Charter School: Not yet identified

Name of Governing Body of Sponsoring Entity Member Who Attended an Applicant Conference: Salvador Balcorta Date of Conference: January 10, 2006

Applicant Mailing Address (Not a P.O. Box): 520 Ochoa, El Paso, TX 79901

Physical Address of Proposed Administrative Offices, if different from above: _____

Physical Address of the Main Campus: 900 Myrtle Street, El Paso, Texas 79901

Physical Address(es) of any Additional Campus(es): _____

Contact Name: Amy O'Rourke

Contact E-mail Address: [REDACTED]

Contact Phone #: 915-545-7055

Contact Fax #: 915-533-4878

Circle Grade Levels to be served:

Maximum Enrollment: 224

(must include, by Year 3, at least one grade level in which TAKS is administered)

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2-17-06 Salvador Balcorta

(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Date

Printed Name



2-17-06

Amy O'Rourke

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated? La Fe Community Development Corporation

Was preparer paid?

☒ Yes ☐ No

701-05-008-006

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Twelfth Generation Open Enrollment Charter Application

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Applicant Checklist

La Fe Preparatory School
Proposed Twelfth Generation Charter School Name

La Fe Community Development Corporation
Sponsoring Entity Name

This list MUST be used by each applicant to ensure all sections of the application are included, complete, and responsive to the requirements. Sections deemed non-responsive will be marked incomplete. Any attachment without the correct document(s) will be considered incomplete. If attachments do not follow Section 11, this application will be considered incomplete.

Application

- ☒ Coversheet
- ☒ Table of Contents
- ☒ Applicant Checklist *(This checklist must be marked, signed, and included.)*


Application Sections *(All questions in each section must be answered completely.)*

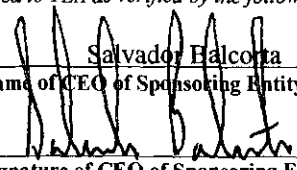
- ☒ 1 Statement of Need
- ☒ 2 Vision of the School
- ☒ 3 Educational Plan
- ☒ 4 Student Goals
- ☒ 5 Human Resources Information
- ☒ 6 Governance
- ☒ 7 Community Support
- ☒ 8 Geographic Boundary
- ☒ 9 Admissions Policy
- ☒ 10 Special Needs Students and Programs
- ☒ 11 Business Plan
- ☒ 12 Attachments *(Mark to indicate that attachments are in order as indicated below.)*

(See specific requirements for each attachment in the application.)

- ☒ A Notarized Biographical Affidavits
- ☒ B Organizational Chart
- ☒ C 501(c)(3) Determination Letter from IRS or statement that item is not required if sponsoring entity is an institution of higher education or a governmental entity
- ☒ D Articles of Incorporation filed with Texas Secretary of State and any amendments thereto, or comparable documents if the sponsoring entity is an out-of-state corporation, or statement that item is not required if sponsoring entity is an institution of higher education or a governmental entity
- ☒ E Corporate Bylaws or statement that item is not required if sponsoring entity is an institution of higher education or a governmental entity
- ☒ F Published Notice of Public Hearing clearly showing the name of the newspaper and the date of publication and stating the proposed school name, sponsoring entity name, date, time, and place of meeting, and name of sponsoring entity board members
- ☒ G Synopsis of Public Hearing
- ☒ H Signed Certified Mail Receipt Cards or the certified mail receipt showing each addressee, fees paid, and the date mailed
- ☒ I Audit Report (If an audit report is not available, provide each of the following: 1) an unaudited statement of financial position; 2) an unaudited statement of activities; and 3) unaudited statement of cash flows. The unaudited financial statements must include a notarized acknowledgement signed by the chief executive officer and chief financial officer of the sponsoring entity attesting to the accuracy and completeness of the information provided.)
- ☒ J Credit Report or a statement explaining why this item is not available
- ☒ K IRS 990 Filing or a statement explaining why this item is not available
- ☒ L Letters Indicating Sources of Private Funds or Lines of Credit, Business Arrangements or Partnerships or a statement that there are no sources of private funds
- ☒ M Start-Up Budget
- ☒ N Budget for Year One of Operation (Budgets for Years Two and Three are also required in some cases where escalating enrollment is planned.)
- ☒ O Negotiated Service Agreement(s) or a statement explaining why this item is not available
- ☒ P Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s) or a statement explaining why this item is not available

Items are checked to indicate their inclusion in proper order in all copies submitted to TEA as verified by the following:

Amy O'Rourke
Name of Application Preparer (Typed)

Signature of Application Preparer
2/17/06
Date

Salvador Balcora
Name of CEO of Sponsoring Entity (Typed)

Signature of CEO of Sponsoring Entity
2/17/06
Date

1. Statement of Need

- a) Thirty nine years ago, in the third poorest zip code of the country, poor parents, mostly single working mothers, came together to make a change for their children. Those poor women had a dream and a vision for their children, for their families, and for their community. Through their tenacity, working women who wanted better housing, better jobs, better education, and access to health care, brought the community at large to help them. In a one room tenement apartment they opened a free clinic that would provide healthcare to the disenfranchised in their neighborhood. A small, worn out room became the catalyst for change in their neighborhood. Their vision became Centro de Salud Familiar La Fe (La Fe). La Fe was founded on social justice. It fights to achieve their goal. It is an organization that arose from a one room clinic to today's state of the art organization that includes seven medical clinics across depressed areas of El Paso, a Child and Adolescent Wellness Center (which includes healthcare and a Cultural and Technology Center), an HIV/AIDS clinic, WIC, CHIP, dental care, housing, and programs that address teenage pregnancy, financial literacy, and senior companionship.

La Fe's experience in servicing youth and families has confirmed the notion that poor quality education and meager living conditions directly lead to poverty, family dysfunction, and poor health. Recently, the directors of La Fe concluded that in order to truly improve the lives of those living in the Segundo Barrio and other blighted areas of El Paso, a holistic approach to community development must be adopted. It was decided that La Fe's services, in addition to healthcare, must also address quality of life issues, including housing and education. The initial step to providing these services was the creation of the Child and Adolescent Wellness Complex, which provides a traditional healthcare clinic with a Cultural and Technology Center that has a 75 computer technology lab, a professional recording studio, a print shop, an art studio, a commercial kitchen, and an auditorium. Services include nutrition classes, folkloric dance and music classes, GED classes, CISCO Systems training, and graphic design classes.

In order to further pursue community development, La Fe incubated the creation of a second non-profit organization, the La Fe Community Development Corporation (La Fe CDC), which is closely tied to the parent, Centro de Salud Familiar La Fe, Inc. The La Fe CDC began its charge by building affordable housing for those living in South El Paso. The current goal is the development of a family learning center. The concept behind the family learning center is a unified learning environment that will provide an interactive, stimulating Early Childhood Development Center for babies and toddlers, a rigorous elementary school that equips students with the skills to excel in high school and beyond, and an Adult Career Center that provides opportunities for parents to receive job training that will result in higher paying jobs. With high numbers of teen parents in the Segundo Barrio, the family learning center provides an opportunity for these parents to continue their own education and be involved with their children's education at the same time.

The La Fe Preparatory School is premised on the documented educational achievement results of Hispanics, particularly Mexican-Americans, in Texas and El Paso. Studies continue to demonstrate poor outcomes from Mexican-American students in terms of grade promotion and graduation rates across all levels of education. Moreover, La Fe has seen first-hand the results of children who fall through the cracks at the local elementary, middle, and high schools, which has continued the cycle of poor employment/career opportunities and low incomes.

Many youths in El Paso live in an environment that can be affirming and supportive, but can also foster conditions that discourage achievement. El Paso is the largest 'metropolitan' community along the US/Mexico Border. El Paso has a population over 700,000 and is the 6th largest city in Texas with 76% of the population identified as Hispanic. Its sister city on the border, Ciudad Juarez, has a population of over 1.2 million. As such, El Paso has the richness of international trade, tourism, biculturalism, as well as the tribulations of abundant poverty, minimal educational and economic resources, and poor health. The Segundo Barrio, the target community for the charter school, is located in the third poorest zip code in the U.S (79901), with a population of over 18,000 and is directly across the border from Ciudad Juarez. Ninety-eight percent of the residents in the Segundo Barrio are Hispanic, and 59.5% of the families live below the poverty line. In the Segundo Barrio, the exorbitant number of school dropouts, delinquent children, limited employment options, and poor health result from the following conditions:

- 88.2% of residents rent a housing unit (which is attributable to financial instability)
 - Median household income is \$9,783
 - Only 26.8% of the population 25 years and older have a high school diploma or higher
 - Only 2.2% of the population 25 years and older have a bachelor's degree or higher
- (Source: <http://factfinder.census.gov>)

Given such conditions, La Fe is committed to addressing all aspects of a child's life in order to improve the quality of life in the Segundo Barrio. The local school district has failed to create an educational system that can generate true success for all students in the community. The public schools are facing the unfortunate struggle of determining the best approach to address language barriers in the Segundo Barrio. The current method is a 6-year bilingual program, where teachers provide Spanish to those unable to participate in an English classroom. These students are then unprepared to be in an English classroom in middle school because they have had no prior exposure to English in school. Failure in middle school leads to failure in high school. The Texas Assessment of Knowledge and Skills (TAKS) results below illustrate such challenges.

2004-2005 AEIS Reports

Campus Name	Grade	Campus Rating	Percent Met Standard on All TAKS Tests	Percent Commendable on TAKS
Alamo Elementary	K-5	Academically Acceptable	47	5
Roosevelt Elementary	3-5	Academically Acceptable	51	2
Hart Elementary	K-5	Recognized	79	10
Guillen Middle School	6-8	Academically Acceptable	33	2
Bowie High School	9-12	Academically Acceptable	18	<1

(Source: www.tea.state.tx.us/cgi/sas/broker)

To increase English learning in elementary school, the schools are moving to an early exit bilingual education. In such a program, the students would have three years in a bilingual classroom and then would be forced to enter an all English class. Early exit bilingual education is an unfortunate alternative as the children lose the opportunity to develop their native language in an academic setting. The children are able to speak street Spanish, but they will not have the skills in Spanish that employers will be demand for bilingual employees. Research by Virginia Collier and Wayne Thomas demonstrates that children in a transitional bilingual education program who are in a segregated classroom for the duration of 2-3 years (early exit) will score in 24th percentile nationally. Collier and Thomas also showed that the strongest predictor of second language acquisition is the amount of formal schooling received in the native language. Students that participated in one-way or two-way dual language programs were able to consistently reach the 50th percentile (national average) in both languages.

The neighboring school district, Ysleta Independent School District, has similar demographics as the Segundo Barrio- 89.4% of its students are Hispanic and 74% are economically disadvantaged. In 1994, they implemented dual language programs in their schools and have experienced wide-spread success. Spanish dominant students in a dual language classroom are having far more success than their counterparts in a bilingual classroom. 75.1% of 5th graders and 90.7% of 11th graders in a dual language program passed the Math TAKS while 60.3% of 5th graders and 49.5% of 11th graders who were in transitional bilingual classes passed the Math. Similarly, 83.4% of 5th graders and 92.7% of 11th graders in a dual language program passed the Reading TAKS while 81.1% of 5th graders and 27.4% of 11th graders who were in

transitional bilingual program passed. Students who have participated in the dual language program in the Ysleta Independent School District have experienced positive long term effects.

The La Fe Preparatory School will provide a dual language program for the children in the South El Paso. The children's native language will be embraced and developed, creating a sense of pride in their heritage, family, and community. Alongside Spanish, English will be of equal importance. The educational experience will be culturally relevant and enriching for the children. A drastically different educational experience for the children than the public schools in the Segundo Barrio currently offer will be provided.

The La Fe Preparatory School will, therefore, be grounded in advocacy and empowerment. We will advocate on behalf of the youth who are not receiving adequate educational preparation, which produces limited employment and economic opportunities, negative behaviors, and a high risk for poor health. We will empower the youth through recognition of their unique strengths that will propel them to achieve academically and become leaders. The mission of the La Fe Preparatory School therefore is to create and promote a positive bilingual and multicultural learning environment that will empower our children to achieve the highest levels of academic, artistic, physical, and social well-being by instilling confidence and a joy for learning.

- b) The La Fe Preparatory School will provide an alternative educational choice for those parents who feel their child could be more successful in a small, family based learning environment. The La Fe Preparatory School will provide an educational experience that is distinct from any other in El Paso. More specifically, the La Fe Preparatory School will have small class sizes, an extended day/extended year, thematically based multicultural dual language program that equips every child with a computer, offers a variety of culturally enriching extracurricular activities, and promotes family and community integration.

Over the next five years, Fort Bliss Army Base is expecting 20,000 troops and 33,000 family members to relocate to El Paso. Such an influx of troops will result in a substantial increase in the number of children attending public schools in El Paso. As such, the already overcrowded schools will become even more jam-packed over the next several years. While schools in El Paso prefer to have 17 students per class, there are an average 22 students in each classroom. The La Fe Preparatory School founders truly believe that small class size is the key to overcoming language and fiscal barriers that are present in the Segundo Barrio. The La Fe Preparatory School will have sixteen students in a classroom and no more. A longitudinal study in Tennessee called Student Teacher Achievement Ratio (STAR) Project showed that children in small classes in elementary school performed better than students in large classes, completed more advanced math and English classes, and were more likely to complete high school and graduate on time. The study also demonstrated that academic gains were larger for minority students. (www.ets.org/research) Lowering

the class size in Tennessee narrowed the achievement gap between blacks and whites by 38% percent (www.nea.org/classsize/index). Similar results can be achieved with Hispanics in El Paso given a charter school model that allows for small classes.

The concept that there are no shortcuts in life and that success is rooted in hard work and dedication is of greatest importance to the La Fe Preparatory School, but it is not a widespread belief in the United States. During studies comparing American, Japanese, and Chinese students, Harold Stevenson and James Stigler discovered that Americans have a preconception that performance is a result of innate ability rather than effort. Asians, on the other hand, believe effort and hard work is the key to success. The Asian belief that one's success is dependent on their effort results in a level playing field for all children. Everyone works hard and everyone succeeds. The American perception has done a disservice to economically disadvantaged students, especially Hispanic students who are English as a second Language (ESL). Several charter schools around Texas including KIPP Shine Prep and IDEA Academy are fighting to disprove this prejudice and have dedicated themselves to seeing the underprivileged succeed through hard work.

KIPP Shine Prep and IDEA Academy have had tremendous success with their extended day/extended year model. After visiting both schools and speaking with their staff and students, the La Fe Preparatory School Coordinator has used these two schools as models for the La Fe Preparatory School. As such, the La Fe Preparatory School has adopted their strategy of keeping the children at school longer each day and for more days a year. The school day will begin at 7:30am when the students arrive and eat breakfast together. The students will be involved with core curriculum subjects from 8am-3pm. From 3pm-5:30pm, the students will embark on different artistic, musical, athletic, cultural, and community adventures. Once a month, the parents will join their children to eat dinner together at school. All children will be assigned homework every night. One Saturday a month, the students will participate in service learning projects with their parents, siblings, and members of the community. During the summer, the students will attend school for academic support as well community learning projects. The children will have a very demanding schedule, but as the subject matter will be relevant to their lives and their community, they will foster a desire to achieve and be proud of their hard work.

Currently, the elementary public schools in the El Paso Independent School District, with the exception of Mesita Elementary, do not provide dual language programs. Mesita Elementary has an extremely successful dual language program, but it is only available to those identified as gifted and talented. The remaining public schools are mandating a transitional bilingual classroom in which the children are transitioned into an all English class as soon as possible. Spanish development for the children is then virtually abandoned. Research by Virginia Collier and Wayne Thomas (2004) demonstrates that achievement gap between native English speakers and native Spanish speakers can be most easily closed with an enriching dual language program. A charter school model allows the school founders to adopt a different approach to

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

language development, a dual language program that fosters cognitive development and higher level thinking in both English and Spanish.

~~The charter school model is appropriate for the La Fe Preparatory School because it provides an opportunity to provide a multicultural curriculum. The Texas Essential Knowledge and Skills can be used as a guide for curriculum development, and from that, the La Fe Preparatory School will expand the curriculum with culturally rich thematic units that will foster pride in the Mexican-American heritage of the students and an appreciation and understanding of all cultures. The cultural enrichment can be extended into the time allocated to extracurricular activities. Everyday, the children will have an opportunity to engage in fine arts activities that are continuations of the thematic unit being explored.~~

Collaborating with technology specialists in El Paso, the La Fe Preparatory School has developed a strategic plan that aims to provide superior technology opportunities for its students and their parents. Using interactive smart boards, digital cameras, individual computers, and relevant educational software will provide teachers, students, and parents with a method of teaching and learning more effectively. The computers at school will be available for children and parents to use after school. Students and parents will also be allowed to check out laptops and take them home. Together, parents and child can learn the basic technological skills that are essential in today's labor force. Moreover, as many parents have not graduated from high school, it gives the parents a chance to be involved with their child's education, reinforcing their basic language and math skills at the same time. In the classroom, the availability of academically relevant computer programs will give the teacher time to work individually with some certain students while other students strengthen basic skills and improve their problem solving skills at a computer.

~~Welcoming families and the community will be essential to the success of the La Fe Preparatory School. Often parents in the Segundo Barrio do not involve themselves with activities at school because they felt inadequate when attending school. By creating a family learning center, parents will seek career training, parental training, daycare, and healthcare in the same warm, supportive environment as their children. Parents will be encouraged to help in the classroom, to read to classes, to participate in school-wide projects, and to maintain a continual conversation with teachers about their child's progress. On Saturdays when the students participate in service learning projects or community learning projects, the parents will be the drivers, organizing the activities and acting as a mentor to the children. Parents will gain trust of the school and will feel more at ease with being in a school environment. As a result, they will be more involved with their child's education. The surrounding public schools lack an equivalent methodology that addresses the whole family and their needs.~~

Innovation and creativity are the backbone of charter schools. The mission of Centro de Salud Familiar La Fe is to improve the welfare of the residents in the Segundo Barrio. Solely providing healthcare will not alleviate poverty and create employment opportunities. Centro de Salud Familiar La Fe understands that a change in perception

The second paragraph on Page 9 concerning the use of the TEKS in creating the curriculum should be deleted and replaced with:

The charter school model is appropriate for the La Fe Preparatory School because it provides an opportunity to provide a multicultural curriculum. The Texas Essential Knowledge and Skills will be used as a guide for curriculum development, and from that, the La Fe Preparatory School will expand the curriculum with culturally rich thematic units that will foster pride in the Mexican-American heritage of the students and an appreciation and understanding of all cultures. The cultural enrichment can be extended into the time allocated to extracurricular activities. Everyday, the children will have an opportunity to engage in fine arts activities that are continuations of the thematic unit being explored.

APPROVED DURING CONTINGENCY PROCESS

The information in the third paragraph on Page 9 concerning the Family Learning Center should be deleted and replaced with:

Welcoming families and the community will be essential to the success of the La Fe Preparatory School. Often parents in the Segundo Barrio do not involve themselves with activities at school because they felt inadequate when attending school. By creating a family learning center, parents will seek career training, parental training, daycare, and healthcare in the same warm, supportive environment as their children. (It is to be noted that the funds to pay for the Family Learning Center will be provided by local funds from the La Fe Community Development Corporation and will be completely separate from those of the La Fe Preparatory School.) Parents will be encouraged to help in the classroom, to read to classes, to participate in school-wide projects, and to maintain a continual conversation with teachers about their child's progress. On Saturdays when the students participate in service learning projects or community learning projects, the parents will be the drivers, organizing the activities and acting as a mentor to the children. Parents will gain trust of the school and will feel more at ease with being in a school environment. As a result, they will be more involved with their child's education. The surrounding public schools lack an equivalent methodology that addresses the whole family and their needs.

APPROVED DURING CONTINGENCY PROCESS

is needed in the Segundo Barrio-the people must know their worth and understand that success is attainable; all it takes is hard work. Centro de Salud Familiar La Fe, the La Fe Community Development Corporation, and the El Paso community are eager to create an innovative charter school that will pioneer a new image for the children in South El Paso.

2. Vision of the School

- a)** The La Fe Preparatory School aims to create and promote a positive bilingual and multicultural learning environment that will empower our children to achieve the highest levels of academic, artistic, physical, and social well-being by instilling confidence and a joy for learning.

The La Fe Preparatory School will be successful by setting high standards for every person involved with the school. From the beginning, the school will promote the belief that achievement is dependent on the effort and energy put forward by the teachers, administrators, staff, parents, and most importantly the students. Despite the high standards for everyone involved, the school aims to create a nurturing, enjoyable learning environment where children and parents gain the confidence to explore their own personal interests, express themselves, and aggressively pursue success and advancement.

The La Fe Preparatory School believes that a thematic based curriculum that focuses on culturally relevant topics will encourage a true and long lasting understanding of the subject matter. The thematic units will be studied across all grades to instill a sense of family on campus and to encourage interaction across grades. The La Fe Preparatory School is also dedicated to providing a dual language program that promotes true fluency and cognitive development in both Spanish and English. The school will offer avenues for children to participate in a variety of cultural, artistic, and athletic activities that promote creativity, community involvement, and family interaction. Exposing students to a diverse group of people, places, and activities will cultivate passions that drive the children to achieve their goals.

It is the responsibility of the teachers, administrators, and staff to create an atmosphere what will foster confidence and self-assurance in each child. Teachers will be deeply committed to fostering a positive overall wellbeing for all children, never failing to believe that each and every child has the potential to flourish in all aspects of life. Teachers will craft innovative opportunities for children to explore their individual interests, develop their cognitive abilities, experience relevant, authentic information, and interact in social learning groups. Teachers will also support children emotionally and be sensitive to potential problems that children may be experiencing outside of school. Teachers will be available to parents and will encourage their participation.

The La Fe Preparatory School recognizes the power and importance of parental involvement. Children rely on their parents for guidance; however, often parents do

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

not understand how to support their children. The La Fe Preparatory School will engage parents and equip them with the skills to be involved with their child's education. The La Fe Preparatory School will encourage parents to help in the classroom, lead school projects, and participate in school trips. When parents become invested in their child's education, the child is far more likely to succeed. Additionally, the school seeks to positively impact the entire family and will provide career training, financial literacy, and social support for all families to enhance their overall quality of living.

- b) The following educational innovations will distinguish the La Fe Preparatory School from other schools and create an educational opportunity that is unparalleled in El Paso:

Extended Day/Extended Year: The La Fe Preparatory School will require that its students arrive at school at 7:30am to eat breakfast with their teacher. During this time, students will learn dining etiquette and have a morning meeting. Classes will begin at 8am, lunch and an afternoon snack will be provided for all students, and the students will stay at school until 5:30pm. Students will be required to attend school one Saturday a month to participate in a service learning or community learning project. This will allow working parents, who are not able to participate in school activities during the week, to become involved with their child's education. The La Fe Preparatory School will operate the 180 days that the public schools are in session; in addition, the La Fe Preparatory School will also have a summer program which will focus on remediation, athletics, enrichment, and experiential learning.

~~**Dual Language:** The La Fe Preparatory School will use a 50/50 two-way dual language program. Half the students in the classroom will be native English speakers and the other half will be native Spanish speakers. Eighty-six percent of families in the Segundo Barrio speak predominantly Spanish, so therefore the La Fe Preparatory School will accept students from surrounding neighborhoods (who speak predominantly English) to establish a balanced dual language program. With such a student composition, all children are able to serve as both language models and language learners. This structure has proven to be very successful. The La Fe Preparatory School is determined to cognitively and academically develop both English and Spanish skills in all its students. The students will spend half the day with a fluent English teacher and half the day with a fluent Spanish teacher. Teachers will coordinate lesson plans and will both be following the same curriculum in their respective languages. English and Spanish instruction will alternate weekly in each subject area. For example, a class will be instructed in English for Math and Social Studies for and in Spanish for Language Arts and Science for one week and then switch.~~

Thematic Units: The curriculum will be based on school-wide thematic units. All grades will investigate the same thematic unit in order to learn the skills presented in the Texas Essential Knowledge and Skills (TEKS) curriculum. The thematic units will be interdisciplinary through all core subjects as well as with fine arts projects and experiential learning programs. The thematic units will be culturally enriching, fostering

The information regarding the dual language program on Page 11 should be deleted and replaced with:

Dual Language: The La Fe Preparatory School will use a 50/50 two-way dual language program. Half the students in the classroom will be native English speakers and the other half will be native Spanish speakers. Eighty-six percent of families in the Segundo Barrio speak predominantly Spanish, so therefore the La Fe Preparatory School will accept students from surrounding neighborhoods (who speak predominantly English) in attempt to establish a balanced dual language program. It is understood that the school must be open-enrollment and admit students based on a lottery if oversubscribed. It is not permissible to arrange an equal number of English speakers and Spanish speakers. With a mixed composition, all children are able to serve as both language models and language learners. This structure has proven to be very successful. The La Fe Preparatory School is determined to cognitively and academically develop both English and Spanish skills in all its students. The students will spend half the day with a fluent English teacher and half the day with a fluent Spanish teacher. Teachers will coordinate lesson plans and will both be following the same curriculum in their respective languages. English and Spanish instruction will alternate weekly in each subject area. For example, a class will be instructed in English for Math and Social Studies for and in Spanish for Language Arts and Science for one week and then switch.

APPROVED DURING CONTINGENCY PROCESS

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

a multi-cultural understanding and appreciation. The themes implemented will be aligned vertically throughout all grades, creating a progression of higher order thinking as children advance. The themes will also be aligned horizontally within each grade to ensure consistency. Teachers will be hired six months before the start of the first year of operation to develop the thematic units and lesson plans for each unit. At the end of each year, the thematic units will be reviewed, altered, and possibly replaced if necessary. To give an example, the La Fe Preparatory School Advisory Board has decided that the first thematic unit will be the border.

Enrichment: All of the students attending the La Fe Preparatory School will participate in enrichment. The enrichment program will be two hours after school three days a week. The enrichment program will provide fine arts classes that are centered on the thematic unit being taught throughout the day. The school's art facilitator will organize, manage, and supervise art, music, dance, cooking, drama, and other culturally enriching classes that are specifically related to the thematic unit. Using the border as an example, the enrichment classes will include: folkloric music and dance classes, painting murals, making piñatas, cooking food typical to the El Paso/Juarez border, and photography of the border region.

Extracurricular Endeavors: In addition to thematically linked enrichment classes, the children will have an opportunity to participate twice a week in activities that do not necessarily fall under the umbrella of the thematic unit being taught. With 96 students during the first year of operation, there will be five possible activities provided. Thus, 19-20 students will participate in each activity. There will be a diverse selection of activities ranging from activities that are individual oriented to activities for large groups. Activities the first year will include: ceramics, chess, robotics/inventions, soccer, and swimming. The students will have the opportunity to change activities each quarter so that they are exposed to a variety of different activities.

Integrated Technology: The La Fe Preparatory School will use Thin Clients, a laptop that can wirelessly connect to a central server for internet connections and to educational software, but which has a very small hard drive (they are far less expensive than a laptop and do not have to be updated as frequently). The central server will store all the educational and internet software necessary for the school. Each PreK-1st grade class will have five Thin Clients for general classroom use. **All teachers will be trained to use to the Thin Clients and the educational software.** With five computers in the classroom, the teacher can divide the class into groups, having five students at a computer reinforcing their Math, Reading, Science, or Social Studies skills. The teacher will then be left with a far smaller group and the individual attention given to each child will be increased considerably. Every student in 2nd-5th grade will be given a Thin Client to use wirelessly at school. Each grade will share an interactive smart board, a digital projector, and five digital cameras. The school will be open after school hours every night so that children and parents have the opportunity to use the computers when needed. In addition, laptops will be available for parents and students to checkout and take home. It is important that the students be able to use the computer with their parents and siblings. Often parents do not have access to technology, so by allowing the students to use the

The information regarding Integrated Technology on Pages 12 and 13 should be deleted and replaced with the following:

Integrated Technology: The La Fe Preparatory School will use Thin Clients, a laptop that can wirelessly connect to a central server for internet connections and to educational software, but which has a very small hard drive (they are far less expensive than a laptop and do not have to be updated as frequently). The central server will store all the educational and internet software necessary for the school. Each PreK-1st grade class will have five Thin Clients for general classroom use. ***All teachers will be trained to use to . the Thin Clients and the educational software.*** With five computers in the classroom, the teacher can divide the class into groups, having five students at a computer reinforcing their Math, Reading, Science, or Social Studies skills. The teacher will then be left with a far smaller group and the individual attention given to each child will be increased considerably. Once the school reaches its full capacity by the fifth year by adding one grade a year until reaching 5th grade, every student in 2nd-5th grade will be given a Thin Client to use wirelessly at school. Each grade will share an interactive smart board, a digital projector, and five digital cameras. The school will be open after school hours every night so that children and parents have the opportunity to use the computers when needed. In addition, laptops will be available for parents and students to checkout and take home. It is important that the students be able to use the computer with their parents and siblings. Often parents do not have access to technology, so by allowing the students to use the computer with their parents at school or at home means that they can teach their parents computers skills while reinforcing their own skills. Moreover, parents are uncomfortable helping their children with homework because they are insecure with their ability to help. When a child and parent use the educational software together, the parent is involved with their child's education, which is beneficial for the child, and the parent is reinforcing their basic academic skills and gaining confidence.

APPROVED DURING CONTINGENCY PROCESS

~~computer with their parents at school or at home means that they can teach their parents computers skills while reinforcing their own skills. Moreover, parents are uncomfortable helping their children with homework because they are insecure with their ability to help. When a child and parent use the educational software together, the parent is involved with their child's education, which is beneficial for the child, and the parent is reinforcing their basic academic skills and gaining confidence.~~

Community Learning: The students at the La Fe Preparatory School live in a neighborhood where the residents walk to most places. As a result, many kids do not have exposure to other areas of El Paso, Texas, or the Southwest. Through frequent field trips, camping trips, museum visits, career days, and activities with other schools, the students at the La Fe Preparatory School will have the chance to see sites around the city, state, and country. Parents will be expected to participate in such activities and will even be encouraged to take a lead role.

Service Learning: While the students at the La Fe Preparatory School are some of the poorest students in the city, it is crucial they understand the importance of giving back to the community. The students will participate in service learning projects that will range from cleaning up the neighborhood to making piñatas to give to child cancer patients in the hospital. Parents will be expected to participate in the service learning projects and will be encouraged to play a lead role.

The University of Texas at El Paso (UTEP)/El Paso Community College (EPCC): Both UTEP and the EPCC were active participants in the planning of the La Fe Preparatory School. Their involvement has led to a willingness to partner with the school whenever possible. Potential partnerships include having their students train under La Fe Preparatory School teachers and having our students visit their campuses.

Tutoring: All students will have tutoring services available to them if extra help is needed. Successful students from local high schools, UTEP, and the EPCC will be recruited to serve as tutors. Tutors will not only serve as academic advisors, but will also serve as mentors to the children.

Partners in Learning: Many people from different sectors of the community were participants in the planning phase of the La Fe Preparatory School. People from the community served on four different advisory committees that were responsible for determining the components of the educational design, special programs, technology, and finance of the school. Their role in the development of the school led them to seek further involvement with their business, advertising, education, and technology firms in the school's activities.

Parental Involvement is a crucial element to the success of the La Fe Preparatory School. The following opportunities will allow the students, parents, and the community to learn together.

Family Learning Center: In the Segundo Barrio, Centro de Salud Familiar La Fe, Inc. has an existing adult health clinic, Child and Adolescent Wellness Center, and Cultural and Technology Center within one campus. Beyond providing basic healthcare for adults and children, Centro de Salud Familiar La Fe provides classes and materials to educate their members on many health related issues. Centro de Salud Familiar La Fe incubated the creation of the La Fe Community Development Corporation to further educational and community development services. As such, the La Fe Community Development Corporation aims to create a Family Learning Center that will include the La Fe Preparatory School, an Childhood Development Center, and an adult career center. The Family Learning Center will provide an opportunity for an entire family to be educated in one place. Parents, school age children, and babies will be educated and cared for in a nurturing, but stimulating environment. Parents will be able to take their children to school and go next door to get their GED, take classes from the El Paso Community College, have job training, and learn how to be involved with their children's education. The conglomeration of the Family Learning Center and the health services provided by Centro de Salud Familiar La Fe will create a true community epicenter where families come together.

Home visits: Teachers will visit the students' homes before the beginning of each school year. This allows the teacher to meet the student and parents in a setting families are comfortable in. A home visit will prove to the students and parents that the teacher is dedicated to each individual child. Home visits will allow the teacher to have a better understanding of the background of each child so that he/she nurtures each child's emotional needs leading to more productive and successful students.

Family Dinners: Once a month, each grade will cook dinner at school and will invite their families to eat with them. This will provide an opportunity for the students, parents, and teachers to interact with one another. Family dinners will also encourage parents to make time for family dinners at home.

Parental Training: Once a month the parents will attend parents' night at school. Parents' night will be an opportunity for parents to learn parenting skills, receive basic academic remediation, and be in contact with his/her child's teacher. Parents' night will teach parent's necessary skills in a welcoming, supportive fashion. For example, parents can attend a presentation given by students about what they are learning in school at that time. The students would be responsible for teaching the audience (parents) the process of how they learned the particular topic. By doing this, the children must truly understand the subject matter in order to teach it to someone else, and the parents will also learn or brush up on some of the skills their children are learning in school.

3. Education Plan

- a) The La Fe Preparatory School's curriculum will be based on school-wide thematic units. All grades will investigate the same thematic unit in order to learn the grade-specific skills presented in the TEKS curriculum. The thematic units will be interdisciplinary through all core subjects as well as with fine arts projects and

experiential learning programs. The thematic units will be culturally enriching, fostering a multi-cultural understanding and appreciation. The themes implemented will be aligned vertically throughout all grades, creating a progression of higher order thinking as children advance. The themes will also be aligned horizontally within each grade to ensure consistency.

The specific themes are not yet decided. The La Fe Preparatory School Advisory Board decided that it would be far more beneficial to hire the teachers six months before the start of the first year of operation to develop the thematic units and lesson plans for each unit. If the teachers have the opportunity to create the curriculum, scope and sequence, and daily lesson plans, they will feel ownership of the material and will present it to the children with more passion and vigor. The teachers will be charged with designing a curriculum that will be culturally enriching, relevant, and challenging. At the end of each year, the thematic units will be reviewed, altered, and possibly replaced if necessary. A potential thematic unit suggested by the La Fe Preparatory School Advisory Board is the border. Sample daily lesson plans for each grade using the border as a thematic unit are provided.

The curriculum will aim to develop advanced cognitive skills, just as a gifted and talented curriculum would. It will then be the teacher's responsibility to ensure that the needs of all children are met, even special education children. Special Education children will be exposed to the same content as the other children in the class; however, they will have access to a Special Education Specialist who will provide additional support when necessary. Assistance for special needs children will take place, as much as possible, in the classroom.

All students in the school will participate in a 50/50 two-way dual language program. This means that ideally half the students in the classroom will be native English speakers and the other half will be native Spanish speakers. With such a student composition, all children serve as both language models and language learners, reinforcing the idea that everyone is on an equal playing field. Students will spend half the day with a fluent English teacher and half the day with a fluent Spanish teacher. Teachers will coordinate lesson plans and will both follow the same curriculum in their respective languages. English and Spanish instruction will alternate weekly in each subject area. For example, for one week, a class will be instructed in English for Math and Science and in Spanish for Language Arts and Social Studies. The following week, the children would switch and be instructed in Spanish for Math and Science and in English for Language Arts and Social Studies. Therefore, material must be available in both English and Spanish. Language support will be provided to students who enroll in the school after Kindergarten and have had no prior experience with the second language.

The following pages contain the scope and TEKS sequence that the La Fe Preparatory School will use. Following the scope and sequence, a one day lesson plan is provided for each grade while studying the border as the thematic unit.

Pre-Kindergarten, Language and Early Literacy Development

TEKS Subject	Lesson
Listening Comprehension	Listens to increase attention.
	Listens for a purpose.
	Understands oral directions.
	Enjoys listening and responds to books.
	Listens and engages in conversations.
	Listens and understands gestures.
	Understands new languages.
Speech Production & Speech Discrimination	Understands similar sounding words.
	Produces Speech
	Experiments with language sounds
Vocabulary	Increase in Listening/Speaking
	Uses new vocabulary
	Extends understanding of known words
	Attempts to communicate/create meaning.
	Links new learning experiences
Verbal Expression	Uses language for purpose.
	Uses sentences of increasing length
	Uses language to express.
	Focuses on favorite or memorable parts.
	Asks questions and learns to make comments.
	Engages in conversations and learns to follow directions.
	Learns to retell a story.
	Engages in nonverbal communication.
	Uses single words and phrases.
Phonological Awareness	Attempts to use new vocabulary.
	Increase of sensitivity.
	Identifies rhymes, words, sounds.
	Identifies pronunciations of words.
	Learns to break words with syllables.
Print and Book Awareness	Learns to create and invent words.
	Understands the meaning of reading, writing, letters, and numbers.
	Learns to recognize signs, labels.

	Learns the meaning of illustrator, author.
	Understands basic prints of a book.
	Recognizes the difference in written/spoken words.
	Learns the differences of text forms.
Letter Knowledge and Early Word Recognition	Associates letters with their shapes.
	Identifies 10 or more alphabets.
	Identifies beginning letters and familiar words.
	Learns to make letter/sound matches.
	Identifies high frequency words.
Motivation to Read	Demonstrates interest in reading.
	Enjoys listening/discussion storybooks.
	Requests re-reading of books.
	Develops independent skills to read and write.
	Learns to develop social skills.
	Enjoys visits to the library.
Developing Knowledge of Literacy Forms	Favorite book recognition.
	Learns to select books.
	Understands other print resources.
	Identifies characters, predicting events.
	Learns to imitate characters in a story.
	Learns to ask questions and comment on a book.
	Relates real life to events in books.
	Understands sequences and events.
	Learns to appreciate repetitive language.
Written Expression	Attempts to write messages for play.
	Learns to use known letters.
	Attempts to connect sounds with letter forms.
	Learns the usage of writing as communication.
	Understands the variety of forms of writing.
	Begins dictating words, phrases, sentences.

Pre-Kindergarten, Mathematics

TEKS Subject	Lesson
Number and Operations	Learns to arrange sets in correspondence
	Knows how to count from 1-10 or higher.
	Compare numbers using language.

	Learns to name objects in a group “how many”
	Understands the concept of zero
	Demonstrates parts or a whole object
	Identifies the concept of series
Patterns	Imitates pattern sounds and physical movements.
	Recognizes and reproduces patterns.
	Recognizes patterns in environment.
	Learns about prediction.
Geometry and Spatial Sense	Describes names of shapes.
	Utilizes words to illustrate objects in relationship to space.
	Understands a shapes position/change.
	Learns to investigate and Predict.
	Increase complexity of puzzles.
Measurement	Learns about area using shapes.
	Learns about solid/liquid
	Learns about size comparisons between objects.
	Learns to use tools to measure.
	Learns to categorize time intervals.
	Learns the concept of objects by order.
Classification and Data Collection	Learns to match objects.
	Understands differences and similarities in objects.
	Sort objects by groups.
	Learns to create pictorial graphs.

Pre-Kindergarten, Science

Science Process	Learns about safety practices.
	Inquires about objects, events and organisms.
	Investigating unfamiliar objects.
	Learns about all the senses.
	Describes observations.
	Performs simple investigations
	Gathers information for using tools.
	Explores manipulation skills.
	Uses measuring skills with objects.
	Learns to compare objects & distinguishes similarities and differences.
	Learns about groups and organization.
	Gives explanations using his/her own voice.
	Learns to make predictions.

Science Concepts	Learns problem solving.
	Learns to use simple data sheets
	Learns how to make observations.
	Learns to describe properties.
	Learns about change in environment
	Identifies non-living and living things.
	Learns about groups and organisms.
	Recognizes the needs of living things.
	Understands how things are made of.
	Uses patterns
	Identifies similarity and differences in objects.
	Learns to how to use scientific words.

Pre-Kindergarten, Social Studies

TEKS Subject	Lesson
Individual, Culture, and Community	Uses listening, speaking skills.
	Learns about cooperation.
	Identifies the concept of rules.
	Understands participation
	Identifies similarities among people.
	Learns to examine situations.
History	Identifies common events and routines.
	Learns to categorize.
	Understands the changes in environment.
	Learns about past & current events.
	Learns about cause and effect.
Geography	Identifies common features.
	Creates simple representations of surroundings.
	Uses words to indicate locations.
	Identifies landscapes.
Economics	Learns the basic needs of all people.
	Understand roles in the community.
	Awareness of consuming.

Kindergarten, Language Arts and Reading

TEKS Subject	Lesson	TEKS Objective
Listening/Speaking	Listen/Speak with a Purpose	K.1A, K.1B, K.1C, K.1D, K.1E, K.1F
	Listen/speak to understand culture	K.2A, K.2B
	Speak to audiences	K.3A, K.3B, K.3C, K.3D, K.3E
	Educated Communication Skills	K.4A, K.4B, K.4C, K.4D
Reading	Print Awareness	K.5A, K.5B, K.5C, K.5D, K.5E, K.5F, K.5G, K.5H
	Phonological Awareness	K.6A, K.6B, K.6C, K.6D, K.6E, K.6F
	Letter-sound relationships	K.7A, K.7B, K.7C
	Vocabulary Development	K.8A, K.8B, K.8C
	Comprehension	K.9A, K.9B, K.9C
	Literary Response	K.10A, K.10B, K.10C, K.10D
	Text Structures and Literary Concepts	K.11A, K.11B, K.11C, K.11D, K.11E
	Research and Inquiry	K.12A, K.12B, K.12C, K.12D
Writing	Culture	K.13A, K.13B
	Spelling/Penmanship	K.14A, K.14B, K.14C, K.14D, K.14E
	Composition	K.15A, K.15B, K.15C, K.15D, K.15E, K.15F
	Inquiry and Research	K.16A, K.16B

Kindergarten, Mathematics

TEKS Subject	Lesson	TEKS Objective
Number Comprehension	Number correspondence	K.1A, K.1B, K.1C
	Number Ordinals	K.2A, K.2B
	Fractions	K.3A, K.3B
	Addition/Subtraction	K.4
Patterns/Relationships/Algebraic Thinking	Identify, Extend, Create	K.5
	Make Predictions	K.6A
Geometry and Spatial Reasoning	Positioning	K.7A, K.7B
	Similarities/Differences	K.8A, K.8B, K.8C
	Shapes/Solids	K.9A, K.9B, K.9C
Measurement	Length, Weight, Capacity	K.10A, K.10B
	Time and Temperature	K.11A, K.11B,

		K.11C, K.11D
Probability/Statistics	Graphs	K.12A, K.12B
Mathematical Processes	Problem Solving	K.13A, K.13B, K.13C, K.13E, K.15
	Communication	K.14A, K.14B

Kindergarten, Science

TEKS Subject	Lesson	TEKS Objective
Scientific Processes	Safety	K.1A, K.1B
	Scientific Inquiry	K.2A, K.2B, K.2C, K.2D, K.2E
	Critical Thinking	K.3A, K.3B, K.3C
	Scientific Investigation	K.4A, K.4B
Scientific Concepts	Properties/Patterns	K.5A, K.5B, K.5C
	Systems	K.6A, K.6B, K.6C, K.6D, K.6E
	Change	K.7A, K.7B, K.7C, K.7D
	Organisms	K.8A, K.8B, K.9A, K.9B, K.9C
	Natural World	K.10A, K.10B

Kindergarten, Social Studies

TEKS Subject	Lesson	TEKS Objective
History	Holidays	K.1A, K.1B
	Historical Figures/Ordinary People	K.2A, K.2B
	Chronology	K.3A, K.3B
Geography	Location	K. 4A, K.4B
	Environments	K.5A, K.5B
Economics	Basic Human Needs	K.6A, K.6B
	Jobs	K.7A, K.7B
Government	Rules	K.8A, K.8B
	Authority Figures	K.9A, K.9B
Citizenship	American Identity	K.10A, K.10B, K.10C
Culture	People/Customs	K.11A, K.11B, K.12A, K.12B
Technology	Purpose	K.13A, K.13B, K.14A, K.14B
Social Studies Skills	Acquire/Organize Information	K.15A, K.15B, K.15C, K.15D
	Communication	K.16A, K.16B
	Problem-solving/Decision-making skills	K.17A, K.17B

First Grade, Language Arts and Reading

TEKS Subject	Lesson	TEKS Objective
Listening/Speaking	Purpose	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F
	Culture	1.2A, 1.2B
	Speak to audiences	1.3A, 1.3B, 1.3C, 1.3D, 1.3E
	Educated Communication Skills	1.4A, 1.4B, 1.4C, 1.4D
Reading	Print Awareness	1.5A, 1.5B, 1.5C, 1.5D, 1.5E, 1.5F, 1.5G, 1.5H, 1.5I, 1.5J, 1.5K
	Phonological Awareness	1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F
	Letter-sound relationships	1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F, 1.7G
	Word Identification	1.8A, 1.8B, 1.8C, 1.8D, 1.8E, 1.8F, 1.8G
	Fluency	1.9A, 1.9B, 1.9C, 1.9D
	Variety of Texts	1.10A, 1.10B
	Vocabulary Development	1.11A, 1.11B, 1.11C
	Comprehension	1.12A, 1.12B, 1.12C, 1.12D, 1.12E, 1.12F, 1.12G
	Literary Response	1.13A, 1.13B, 1.13C, 1.13D, 1.13E
	Text Structures/Literary Concepts	1.14A, 1.14B, 1.14C, 1.14D, 1.14E, 1.14F, 1.14G, 1.14H, 1.14I
	Inquiry and Research	1.15A, 1.15B, 1.15C, 1.15D, 1.15E, 1.15F
	Culture	1.16A, 1.16B,
Writing	Spelling/Penmanship	1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.17F, 1.17G
	Purposes	1.18A, 1.18B, 1.18C, 1.18D, 1.18E, 1.18F
	Writing Process	1.19A, 1.19B, 1.19C, 1.19D, 1.19E,
	Spelling/Grammar/Usage	1.20A, 1.20B, 1.20C, 1.20D, 1.20E, 1.21A, 1.21B
	Evaluation	1.22A, 1.22B, 1.22C
	Inquiry and Research	1.23A, 1.23B

1st Grade, Mathematics

TEKS Subject	Lesson	TEKS Objective
Number Comprehension	Whole numbers	1.1A, 1.1B, 1.1C, 1.1D
	Fractions	1.2A, 1.2B
	Addition/Subtraction	1.3A, 1.3B
Patterns/Relationships/Algebraic Thinking	Make Predictions	1.4A, 1.4B
	Patterns in Operations	1.5A, 1.5B, 1.5C
Geometry and Spatial Reasoning	Shapes	1.6A, 1.6B, 1.6C
Measurement	Length, Weight, Capacity	1.7A, 1.7B
	Time and Temperature	1.8A, 1.8B, 1.8C
Probability/Statistics	Data Organization/Analysis	1.9A, 1.9B, 1.10A, 1.10B
Mathematical Processes	Problem Solving	1.11A, 1.11B, 1.11C, 1.11D
	Communication	1.12A, 1.12B

1st Grade, Science

TEKS Subject	Lesson	TEKS Objective
Scientific Processes	Safety	1.1A, 1.1B
	Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
	Critical Thinking	1.3A, 1.3B, 1.3C
	Scientific Investigation	1.4A, 1.4B, 1.4C
Scientific Concepts	Properties/Patterns	1.5A, 1.5B
	Systems	1.6A, 1.6B, 1.6C, 1.6D,
	Change	1.7A, 1.7B, 1.7C, 1.7D
	Organisms	1.8A, 1.8B, 1.9A, 1.9B
	Natural World	1.10A, 1.10B, 1.10C

1st Grade, Social Studies

Subject TEKS	Lesson	TEKS Objective
History	Historical Figures	1.1A, 1.1B, 1.1C
	Holidays, Customs, Celebrations	1.2A, 1.2B, 1.2C
	Chronology	1.3A, 1.3B, 1.3C
Geography	Location	1.4A, 1.4B
	Maps/Globes	1.5A, 1.5B
	Environments	1.6A, 1.6B, 1.6C
Economics	Goods/Services	1.7A, 1.7B, 1.7C, 1.8A, 1.8B, 1.8C
	Work	1.9A, 1.9B
Government	Rules/Laws	1.10A, 1.10B
	Authority Figures	1.11A, 1.11B, 1.11C
Citizenship	Good Citizenship	1.12A, 1.12B, 1.12C
	National Identity	1.13A, 1.13B, 1.13C, 1.13D
Culture	Families/People/Customs	1.14A, 1.14B, 1.15A, 1.15B

Technology	Purpose	1.16A, 1.16B, 1.16C
Social Studies Skills	Acquire/Organize Information	1.17A, 1.17B, 1.17C, 1.17
	Communication	1.18A, 1.18B
	Problem-solving/Decision-making skills	1.19A, 1.19B

2nd Grade, Language Arts and Reading

Subject TEKS	Lesson	TEKS Objective
Listening/Speaking	Purpose	2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F
	understand Culture	2.2A, 2.2B
	Speak to Audiences	2.3A, 2.3B, 2.3C, 2.3D, 2.3E
	Communication Skills	2.4A, 2.4B, 2.4C
Reading	Word Identification	2.5A, 2.5B, 2.5C, 2.5D, 2.5E, 2.5F, 2.5G, 2.5H
	Fluency	2.6A, 2.6B, 2.6C, 2.6D, 2.6E
	Variety of Texts	2.7A, 2.7B, 2.7C
	Vocabulary Development	2.8A, 2.8B, 2.8C, 2.8D
	Comprehension	2.9A, 2.9B, 2.9C, 2.9D, 2.9E, 2.9F, 2.9G, 2.9H, 2.9I
	Literary Response	2.10A, 2.10B, 2.10C, 2.10D
	Literary Concepts	2.11A, 2.11B, 2.11C, 2.11D, 2.11E, 2.11F, 2.11G, 2.11H, 2.11I, 2.11J
	Inquiry & Research	2.12A, 2.12B, 2.12C, 2.12D, 2.12E, 2.12F, 2.12G, 2.12H
	Culture	2.13A, 2.13B
Writing	Purpose	2.14A, 2.14B, 2.14C, 2.14D
	Penmanship, Capitalization, Punctuation, Grammar	2.15A, 2.15B, 2.15C, 2.15D, 2.17A, 2.17B, 2.17C, 2.17D
	Spelling	2.16A, 2.16B, 2.16C, 2.16D
	Writing Process	2.18A, 2.18B, 2.18C, 2.18D, 2.18E, 2.18F
	Self/Peer Evaluation	2.19A, 2.19B, 2.19C, 2.19D, 2.19E
	Inquiry & Research	2.20A, 2.20B, 2.20C, 2.20D

2nd Grade, Math

TEKS Subject	Lesson	TEKS Objective
Number Comprehension	Whole Numbers	2.1
	Fractions	2.2A, 2.2B
	Addition/Subtraction	2.3A, 2.3B, 2.3C
	Multiplication/Division	2.4A, 2.4B
Patterns/Relationships/Algebraic Thinking	Identify and Use Patterns	2.5A, 2.5B, 2.6A, 2.6B, 2.6C
	Patterns in Operations	2.5C, 2.5D
Geometry and Spatial Reasoning	Identify Shapes/Solids	2.7A, 2.7B, 2.7C,
	Points on a Line	2.8
Measurement	Length/Weight/Capacity	2.9A, 2.9B, 2.9C
	Time/Temperature	2.10A, 2.10B
Probability and Statistics	Graphs	2.11A
	Draw Conclusions	2.11B
	Data Organization/Analysis	2.11C
Mathematical Processes	Problem Solving	2.12A, 2.12B, 2.12C, 2.12D
	Communication	2.13A, 2.13B
	Logical Reasoning	2.14

2nd Grade, Science

TEKS Subject	Lesson	TEKS Objective
Scientific Processes	Safety	2.1A, 2.1B
	Scientific Inquiry	2.2A, 2.2B, 2.2C, 2.2D, 2.2E, 2.2F
	Critical Thinking	2.3A, 2.3B, 2.3C
	Scientific Investigation	2.4A, 2.4B
Scientific Concepts	Property/Patterns	2.5A, 2.5B
	Systems	2.6A, 2.6B, 2.6C, 2.6D
	Change	2.7A, 2.7B, 2.7C, 2.7D
	Organisms	2.9A, 2.9B
	Natural World	2.10A, 2.10B

2nd Grade, Social Studies

TEKS Subject	Lesson	TEKS Objective
History	Celebrations/Landmarks	2.1A, 2.1B
	Chronology	2.2A, 2.2B, 2.2C, 2.2D
	Information Sources	2.3A, 2.3B
	Historical Figures	2.4A, 2.4B, 2.4C
Geography	Geographical Tools	2.5A, 2.5B
	Locations	2.6A, 2.6B, 2.6C

	Environment	2.8A, 2.8B, 2.8C, 2.8D, 2.7A, 2.7B,
Economics	Goods/Services	2.9A, 2.9B
	Supply and Demand	2.10A, 2.10B, 2.10C
Government	Purpose	2.11A, 2.11B, 2.11C
Citizenship	Roles of Public Officials	2.12A, 2.12B
	Good Citizenship	2.13A, 2.13B, 2.13C
Culture	National Identity	2.14A, 2.14B, 2.14C
Science, Technology, Society	Cultural Heritage	2.15A, 2.15B
	Changes Past/Present	2.16A, 2.16B
	Acquiring/ Organizing Information	2.17A, 2.17B, 2.17C, 2.17D, 2.17E
	Communication	2.18A, 2.18B
Social Studies Skills	Problem/Solving/Decision Making Skills	2.19A, 2.19B

3rd Grade, Language and Arts and Reading

TEKS Subject	Lesson	TEKS Objective
Listening/Speaking	Purpose	3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F
	Culture	3.2A, 3.2B
	Speak to Audiences	3.3A, 3.3B, 3.3C, 3.3D, 3.3E
	Communication Skills	3.4A, 3.4B, 3.4C
Reading	Word Identification	3.5A, 3.5B, 3.5C, 3.5D, 3.5E, 3.5F
	Fluency	3.6A, 3.6B, 3.6C, 3.6D, 3.6E
	Variety of Texts	3.7A, 3.7B, 3.7C
	Vocabulary Development	3.8A, 3.8B, 3.8C, 3.8D
	Comprehension	3.9A, 3.9B, 3.9C, 3.9D, 3.9E, 3.9F, 3.9G, 3.9H, 3.9I, 3.9K
	Literary Response	3.10A, 3.10B, 3.10C, 3.10D
	Literary Concepts	3.11A, 3.11B, 3.11C, 3.11D, 3.11E, 3.11F, 3.11G, 3.11H, 3.11I, 3.11J
	Inquiry and Research	3.12 F, 3.12G, 3.12H, 3.12I, 3.12J
	Culture	3.13A, 3.13B
Writing Process	Purpose	3.14A, 3.14B, 3.14C, 3.14D
	Penmanship, Capitalization, Punctuation, Grammar	3.15A, 3.15B, 3.17A, 3.17B, 3.17C, 3.17D, 3.17E
	Spelling	3.16A, 3.16B, 3.16C, 3.16D, 3.16E, 3.16F, 3.16G, 3.16H
	Writing Process	3.18A, 3.18B, 3.18C, 3.18D, 3.18E, 3.18F
	Self/Peer Evaluation	3.19A, 3.19B, 3.19C, 3.19D, 3.19E
	Inquiry /Research	3.20A, 3.20B, 3.20C, 3.20D

3rd Grade, Mathematics

TEKS Subject	Lesson	TEKS Objective
Number Comprehension	Whole numbers	3.1A, 3.1B, 3.1C
	Fractions	3.2A, 3.2B, 3.2C, 3.2D
	Addition/Subtraction	3.3A, 3.3B
	Multiplication/Division	3.4A, 3.4B, 3.4C
	Estimating	3.5A, 3.5B
Patterns/Relationships/Algebraic Thinking	Tables/Charts	3.6A, 3.6B, 3.6C, 3.6D
	Problem Solving	3.7A, 3.7B
Geometry/Spatial Reasoning	Geometric Vocabulary	3.8
	Congruency/Symmetry	3.9A, 3.9B, 3.9C
	Points on a line	3.10
Measurement	Length/Area	3.11A, 3.11B, 3.11C
	Time/Temperature	3.12A, 3.12B,
Probability and Statistics	Problem Solving	3.13
	Data Organization/Analysis	3.14A, 3.14B, 3.14C
Mathematical Processes	Problem Solving	3.15A, 3.15B, 3.15C, 3.15D
	Communication	3.16A, 3.16B, 3.16
	Logical Reasoning	3.17A, 3.17B

3rd Grade, Science

TEKS Subject	Lesson	TEKS Objective
Scientific Process	Safety	3.1A, 3.1B
	Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
	Critical Thinking	3.3A, 3.3B, 3.2C, 3.2D, 3.2E
	Scientific Investigations	3.4A, 3.4B
Scientific Concepts	Systems	3.5A, 3.5B
	Change	3.6A, 3.6B
	Physical Properties	3.7A, 3.7B
	Organisms	3.8 A, 3.8B, 3.8C, 3.8D
	Environment	3.9A, 3.9B, 3.9C
	Inherited Traits	3.10A, 3.10B
	Natural World	3.11A, 3.11B, 3.11C

3rd Grade, Social Studies

TEKS Subject	Lesson	TEKS Objective
History	Historical Figures	3.1A, 3.1B, 3.1C
	Communities	3.2A, 3.2B
	Chronology	3.3A, 3.3B, 3.3C
Geography	Environment	3.4A, 3.4B, 3.4C, 3.4D
	Maps/Globes	3.5A, 3.5B, 3.5C, 3.5D
Economics	Budgeting	3.6A, 3.6B, 3.6C, 3.6D
	Economic System	3.7A, 3.7B, 3.7C, 3.7D

	Free Enterprise	3.8A, 3.8B, 3.8C
Government	Structure of Government	3.9A, 3.9B, 3.9C, 3.9D, 3.9E
Citizenship	Good Citizenship	3.10A, 3.10B, 3.10C, 3.10D
	Community Decisions	3.11A, 3.11B, 3.11C
Culture	Cultural Celebrations	3.12A, 3.12B
	Heroes	3.13A, 3.13B, 3.13C, 3.13D
	Cultural Heritage	3.14A, 3.14B, 3.14C
Science, Technology, Society	Effects of Technology	3.15A, 3.15B, 3.15C
Social Studies Skills	Critical Thinking	3.16A, 3.16B, 3.16C, 3.16D, 3.16E, 3.16F
	Communication	3.17A, 3.17B, 3.17C
	Problem Solving	3.18A, 3.18B, 3.18C

4th Grade, Language Arts and Reading

Subject TEKS	Lesson	TEKS Objective
Listening/Speaking	Purpose	4.1A, 4.1B, 4.1C
	Critical Listening	4.2A, 4.2B, 4.2C, 4.2D
	Language Appreciation	4.3A, 4.3B, 4.3C
	Culture	4.4A, 4.4B, 4.4C
	Speak to Audiences	4.5A, 4.5B, 4.5C, 4.5D, 4.5E, 4.5F
Reading	Word Identification	4.6A, 4.6B, 4.6C
	Fluency	4.7A, 4.7 B, 4.7C, 4.7D, 4.7E, 4.7F
	Variety of texts	4.8A, 4.8B, 4.8C
	Vocabulary Development	4.9A, 4.9B, 4.9C, 4.9D, 4.9E
	Comprehension	4.10A, 4.10B, 4.10C, 4.10D, 4.10E, 4.10F, 4.10G, 4.10H, 4.10I, 4.10J, 4.10K, 4.10L
	Literary Response	4.11A, 4.11B, 4.11C, 4.11D
	Literary Concepts	4.12A, 4.12B, 4.12C, 4.12D, 4.12E, 4.12F, 4.12G, 4.12H, 4.12I, 4.12J
	Inquiry and Research	4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H
	Culture	4.14A, 4.14B, 4.14C
Writing Process	Writing Purposes/Practical Uses of Writing	4.15A, 4.15B, 4.15C, 4.22A, 4.22B, 4.22C, 4.22D, 4.22E
	Penmanship, Capitalization, Punctuation, Grammar	4.16A, 4.16B, 4.18A, 4.18B, 4.18C, 4.18D, 4.18E, 4.18F, 4.18G, 4.18 H
	Spelling	4.17A, 4.17B, 4.17C, 4.17D
	Writing Process	4.19A, 4.19B, 4.19C, 4.19D, 4.19E, 4.19F, 4.19G, 4.19H,

		4.19I
	Inquiry and Research	4.21A, 4.21B, 4.21C, 4.21D, 4.21E, 4.21F
	Self/Peer Evaluation	4.20A, 4.20B, 4.20C, 4.20D, 4.20E
Viewing, Representing/Production	Interpret Visual Images	4.23A, 4.23B, 4.23C
	Analyze Visual Images	4.24A, 4.24B
	Produce Visual Images	4.25A, 4.25B,

4th Grade, Mathematics

TEKS Subject	Lesson	TEKS Objective
Number Comprehension	Whole numbers	4.1A, 4.1B
	Fractions	4.2A, 4.2B, 4.2C, 4.2D
	Addition/Subtraction	4.3A, 4.3B
	Multiplication/Division	4.4A, 4.4B, 4.4C, 4.4D, 4.4E
	Estimation	4.5A, 4.5B
Patterns/Relationships/ Algebraic Thinking	Multiplication/Division Patterns	4.6A, 4.6B, 4.6C
	Analyze/Organize Patterns	4.7
Geometry/Spatial Reasoning	Geometric Language	4.8A, 4.8B, 4.8C
	Congruency/Symmetry	4.9A, 4.9B, 4.9C
	Points on a line	4.10
Measurement	Weight and Capacity	4.11A, 4.11B
	Problem Solving	4.12
Probability and Statistics	Data Collection and Analysis	4.13A, 4.13B, 4.13C
Mathematical Processes	Problem Solving	4.14A, 4.14B, 4.14C, 4.14D
	Communication	4.15A, 4.15B
	Logical Reasoning	4.16A, 4.16B

4th Grade, Science

TEKS Subject	Lesson	TEKS Objective
Scientific Process	Safety	4.1A, 4.1B
	Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E
	Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
	Methods	4.4A, 4.4B
Scientific Concepts	Complex Systems	4.5A, 4.5B
	Change/ Patterns	4.6A, 4.6B
	Physical Properties	4.7A, 4.7B
	Adaptation	4.8A, 4.8B, 4.8C, 4.8D
	Inherited Traits	4.9A, 4.9B, 4.9C
	Cause/Effect	4.10A, 4.10B
	Natural World	4.11A, 4.11B, 4.11C

4th Grade Social Studies

TEKS Subject	Lesson	TEKS Objective
History-Texas	Native Americans	4.1A, 4.1B
	Exploration	4.2A, 4.2B, 4.2C, 4.2D, 4.2E
	Texas	4.3A, 4.3B, 4.3C, 4.3D, 4.3E, 4.4A, 4.4B, 4.4C, 4.4D, 4.5A, 4.5B
Geography-Texas	Geography Tools	4.6A, 4.6B
	Regions	4.7A, 4.7B, 4.7C
	Settlements/Environments	4.8A, 4.8B, 4.8C, 4.8D, 4.9A, 4.9B, 4.9C
Economics-Texas	Economic Patterns	4.10A, 4.10B
	Exploration	4.11A, 4.11B, 4.11C
	Free Enterprise	4.12A, 4.12B, 4.12C
	Texas Economics	4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F
	Economic Regions	4.14A, 4.14B, 4.14C
Government-Texas	Organized Government	4.15A, 4.15B
	Historic Documents	4.16A, 4.16B
Citizenship-Texas	Customs, Symbols, and Celebrations	4.17A, 4.17B, 4.17C, 4.17D
	Civic Engagement	4.18A, 4.18B, 4.18C, 4.18D
	Leadership	4.19A, 4.19B
Culture-Texas	Racial, Ethnic, and Religious Groups	4.20A, 4.20B, 4.20C
Science, Technology, and Society-Texas	Impacts of Science/Technology	4.21A, 4.21B, 4.21C
Social Studies Skills	Critical Thinking	4.22A, 4.22B, 4.22C, 4.22D, 4.22E, 4.22F
	Communication	4.23A, 4.23B, 4.23C, 4.23D, 4.23E,
	Problem/Solving	4.24A, 4.24B

5th Grade, Language Arts and Reading

Subject TEKS	Lesson	TEKS Objective
Listening/Speaking/Purposes	Purpose	5.1A, 5.1B, 5.1C
	Critical Listening	5.2A, 5.2B, 5.2C, 5.2D
	Language Appreciation	5.3A, 5.3B, 5.3C
	Culture	5.4A, 5.4B, 5.4C
	Audiences	5.5A, 5.5B, 5.5C, 5.5D, 5.5E, 5.5F
Reading	Word Identification	5.6A, 5.6B, 5.6C
	Fluency	5.7A, 5.7B, 5.7C, 5.7D, 5.7E, 5.7F
	Variety of texts	5.8A, 5.8B, 5.8C

	Vocabulary Development	5.9A, 5.9B, 5.9C, 5.9D, 5.9E
	Comprehension	5.10A, 5.10B, 5.10C, 5.10D, 5.10E, 5.10F, 5.10G, 5.10H, 5.10I, 5.10J, 5.10K, 5.10L
	Literary Response	5.11A, 5.11B, 5.11C, 5.11D
	Literary Concepts	5.12A, 5.12B, 5.12C, 5.12D, 5.12E, 5.12F, 5.12G, 5.12H, 5.12I, 5.12J
	Inquiry and Research	5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H
	Culture	5.14A, 5.14B, 5.14C
Writing Process	Purposes	5.15A, 5.15B, 5.15C, 5.15D, 5.15E, 5.15F, 5.15G
	Penmanship, Capitalization, Punctuation, Grammar	5.16A, 5.16B, 5.18A, 5.18B, 5.18C, 5.18D, 5.18E, 5.18F, 5.18G, 5.18H
	Spelling	5.17A, 5.17B, 5.17C, 5.17D
	Writing Process	5.19A, 5.19B, 5.19C, 5.19D, 5.19E, 5.19F, 5.19G, 5.19H, 5.19I
	Self/Peer Evaluation	5.20A, 5.20B, 5.20C, 5.20D, 5.20E
	Inquiry and Research	5.21A, 5.21B, 5.21C, 5.21D, 5.21E, 5.21F
	Practical Uses of Writing	5.22A, 5.22B
Viewing/Representing/Interpretation	Visual Interpretation	5.23A, 5.23B, 5.23C
	Analyze Visual Images	5.24A, 5.24B
	Produce Visual Images	5.25A, 5.25B

5th Grade, Mathematics

TEKS Subject	Lesson	TEKS Objective
Number Comprehension	Whole Numbers/Decimals	5.1A, 5.1B
	Fractions	5.2A, 5.2B, 5.2C
	Addition/Subtraction Multiplication/Division	5.3A, 5.3B, 5.3C, 5.3D, 5.3E
	Estimation	5.4A, 5.4B

Patterns/Relationships/ Algebraic Thinking	Generalizations	5.5A, 5.5B, 5.5C
	Algebraic Relationships	5.6
Geometry/Spatial Reasoning	Geometric Definitions	5.7A, 5.7B
	Transformations	5.8A, 5.8B
	Points on a Plane	5.9
Measurement	Volume	5.10A, 5.10B
	Measurement Concepts	5.11A, 5.11B
Probability and Statistics	Predictions	5.12A, 5.12B
	Problem Solving	5.13A, 5.13B, 5.13C
Mathematical Processes	Problem Solving	5.14A, 5.14B, 5.14C, 5.14D
	Communication	5.15A, 5.15B
	Logical Reasoning	5.16A, 5.16B

5th Grade, Science

TEKS Subject	Lesson	TEKS Objective
Scientific Process	Safety	5.1A, 5.1B
	Scientific Method	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
	Critical Thinking	5.3A, 5.3B, 5.2C, 5.2D, 5.2E
	Scientific Inquiry	5.4A, 5.4B
Scientific Concepts	Systems	5.5A, 5.5B
	Change	5.6A, 5.6B
	Physical Properties	5.7A, 5.7B, 5.7C, 5.7D
	Energy	5.8A, 5.8B, 5.8C, 5.8D
	Adaptation	5.9A, 5.9B, 5.9C
	Inherited Traits	5.10A, 5.10B
	Cause/Effect	5.11A, 5.11B, 5.11C
	Natural World	5.12A, 5.12B, 5.12C, 5.12D

5th Grade Social Studies

TEKS Subject	Lesson	TEKS Objective
History-USA	Colonization	5.1A, 5.1B
	American Independence	5.2A, 5.2B, 5.2C
	U.S. Constitution	5.3A, 5.3B
	19 th Century	5.4A, 5.4B, 5.4C, 5.4D, 5.4E, 5.4F, 5.4G
	20 th Century	5.5A, 5.5B
Geography-USA	Geographic Tools	5.6A, 5.6B
	Regions	5.7A, 5.7B, 5.7C
	Settlement	5.8A, 5.8B, 5.8C, 5.8D
	Environment	5.9A, 5.9B, 5.9C
Economics-USA	Economic Patterns	5.10A, 5.10B
	Exploration/Colonization	5.11A, 5.11B
	Free Enterprise	5.12A, 5.12B, 5.12C

	Supply and Demand	5.13A, 5.13B
	Economic Patterns	5.14A, 5.14B, 5.14C, 5.14D, 5.14E, 5.14F
Government-USA	Organized Governments	5.15A, 5.15B
	U.S. Constitution	5.16A, 5.16B, 5.17A, 5.17B, 5.17C
Citizenship-USA	Customs, Symbols, and Celebrations	5.18A, 5.18B, 5.18C, 5.18D
	Civic Engagement	5.19A, 5.19B, 5.19C, 5.19D
	Leadership	5.20A, 5.20B
	Bill of Rights	5.21A, 5.21B, 5.21C, 5.21D
Culture-USA	The Arts	5.22A, 5.22B, 5.22C
	Racial, Ethnic and Religious Groups	5.23A, 5.23B, 5.23C
Science, Technology, and Society-USA	Impact of Science/Technology	5.24A, 5.24B, 5.24C, 5.24D, 5.24E
Social Studies Skills	Critical Thinking	5.25A, 5.25B, 5.25C, 5.25D, 5.25E, 5.25F
	Communication	5.26A, 5.26B, 5.26C, 5.26D, 5.26E
	Problem Solving	5.27A, 5.27B

A one day lesson guide for each grade is provided using the border as the thematic unit:

Pre-Kindergarten

Thematic Unit: The Border-*Personal Borders*

Lesson: *All About Me*

Learning how children are similar and different, everyone should be respected, and everyone has their own personal space.

Activity 1: *Self-Portraits.*

- Read “What I like About Me” by Allia Zobel-Nolan
- Group discussion about physical differences between people (hair, eye color, skin color, height)
- Students are given mirrors. They draw a self-portrait that shows what color hair, eyes, skin they have.
- Students copy over their names at the top of the picture in four different colors.

Activity 2: *Graphing Physical Characteristics.*

- Children have self-portrait in front of them on their desk.
- On a graph, teacher asks all students to raise their hand if they have blue eyes. Those that raise their hand go up and color a square in the graph.
- This is repeated until all students have filled in a square on the graph for eye color, hair color, and skin color.
- Once graph is completed, discuss the graph and how children are similar and different.

Kindergarten

Thematic Unit: The Border- *Families on the border*

Lesson: *My Family*

Learning about families, how families are the same/different, and about families who live in different countries.

Activity 1: *A Gift from Papa Diego, by Ben Saenz*

- Discuss cover, title, illustrations, and predict what book is going to be about
- Teacher reads the book aloud. (Available in Spanish and English) Children will talk about the illustrations and modify their predictions.
- Discuss the relationship between the boy and his grandfather. Does the boy like that he lives in the US and his grandfather lives in Mexico? Why is it hard?

Language Arts TEKS: K.1A-E, K.2A&B, K.5H, K.10A-D, K.11B, C&E, K.12A-D

Activity 2: *My Family*

- Discuss: What is special about each of our families? How many are in our family? Who was born first, second, third?
- Look through magazines/books to find pictures that remind the students of their family. Cut the pictures out.
- Students think of a story they want to tell about their family. Use the pictures and drawings to illustrate the story and combine pages into a book.
- Students give their book a title and write their name as the author.
- The students write the story if they can, if not, they can tell it to the teacher and to classmates.

**Language Arts TEKS: K.14A-E, K.15A-E; Math TEKS: K.2A&B
Social Studies TEKS: K.12A-C**

Activity 3: *What at your home is living and not living?*

- As a group, discuss what things found in a home are living and not living. Brainstorm and make a list.
- What does something living need to continue living? Brainstorm./Make a list
- On felt boards, there are living and non-living things that are typically found in a house. Students manipulate felt board to separate and categorize the living items from the non-living.
- Separate and categorize the items as many ways as possible (size, color, function, etc).
- Count how many items exist in each category.

Math TEKS: K.4, K.8B&C; Science TEKS: K.2A, K.5A, K.6A, K.8A&B

1st Grade

Thematic Unit: The Border-My Community on the border

Lesson: *Tienditas in the Segundo Barrio.*

Children learn about the local tienditas, healthy life habits, and marketing.

Activity 1: *Tiendita Economics.*

- Students walk to see the different tienditas in the Segundo Barrio. While visiting tienditas, students discuss:
 - Reasons for having different tienditas
 - Similarities/Differences between the tienditas
 - How does each store advertise and market their products?

Social Studies TEKS: 1.7A,B&C, 1.8C

Activity 2: *Healthy Products.*

- While in the stores, ask the students to pick out one product to keep them healthy and one product to keep them clean. Discuss how each product keeps people healthy.

Science TEKS: 1.3A&B, 1.5A

Activity 3: *Entrepreneurs.*

- In the classroom, students create their own tiendita.
- Select items they want to sell and decide costs for items.
- Incorporate marketing styles that they saw during the tienditas tour, students make a poster board that shows all products, costs, and a written advertisement for products
- Students record a commercial for their store.

Language Arts TEKS: 1.3A, 1.5A-H, 1.17C-G, 1.18

Activity 4: *Shopping/Selling.*

- Students take turn shopping at each store and selling at their own store.
- Students use play money to give accurate payment and change.

Math TEKS: 1.1B, 1.3A&B, 1.11A, 1.13

2nd Grade

Thematic Unit: The Border-*History of El Paso/Juarez Border Region*

Lesson: *Timeline of Major Events in El Paso/Juarez*

Reviewing the major events in El Paso/Juarez history and learning chronology.

Activity 1: *Reading Novels.*

- Students continue reading the novel they self-selected about an important person in El Paso/Juarez history.

Language Arts TEKS: 2.5, 2.6, 2.7C; Social Studies TEKS: 2.4

Activity 2: *Poster of a major historical event.*

- Review the major events in El Paso/Juarez history that were previously learned.
- In groups, students will draw one of the major events on a poster with captions.

Language Arts TEKS: 1.14A, 1.16B, 1.17B&D, 18.A

Social Studies TEKS: 2.4

Activity 3: *Acting out history*

- Groups will write a script for a short skit that explains the event.
- Students will practice skit, and each group will present the skit in front of the class.

Language Arts TEKS: 2.14, 2.17, 2.13

Social Studies TEKS: 2.4

Activity 4: *Big Timeline*

- Teacher will explain chronology and how dates are shown on a timeline.
- The whole class will work together to make a giant timeline of the historical events.
- Students put their poster on the correct place on the timeline and then answer math questions about the amount of time between certain events. Reinforce counting by 10s, 25s 50s, and 100s.

Math TEKS: 2.A, 2.3, 2.6C; Social Studies TEKS: 2.2A-C

3rd Grade

Thematic Unit: The Border-Immigration on El Paso/Juarez Border

Lesson: *The Rio Grande: The US/Mexico Divide*

Testing the water in the Rio Grande to see if there is a large amount of pollution and predicting reasons for pollution.

Activity 1: *Investigating Rivers*

- Read articles on rivers, the Rio Grande, and what pollutants exist in rivers and why.
- Look at a map of where the Rio Grande starts and ends.
- Students hypothesize whether the Rio Grande is impacted (polluted) and record their hypothesis in their Science Journal.

Language Arts TEKS: 3.6, 3.7, 3.12

Science TEKS: 3.8

Social Studies TEKS: 3.5

Activity 2: *Testing the River*

- Students visit the Rio Grande River in a safe, accessible area.
- In groups, students place net in the river for 5 minutes. Students then count the number of macrobiotic organisms caught in the net, sorting the animals and insects into categories.
- Compare the macrobiotic count to the chart of macrobiotic animals in a healthy river.
- Students decide if river is impacted. Groups compare results, discussing possible reasons for pollution.

Math TEKS: 3.3, 3.15, 3.16

Science TEKS: 3.1, 3.2, 3.3, 3.4, 3.8, 3.9

Activity 3: *Resolutions*

- In Science Journal, students write the procedure, observations, and results.
- Groups will make charts and graphs on excel.
- Groups will present findings to the community, and write a letter to the editor of the El Paso Times or El Diario with a resolution for how the river could be improved.

Science TEKS: 3.3, 3.8, 3.9

Language TEKS: 3.14, 3.15, 3.16, 3.18, 3.19; Math TEKS: 3.7

4th Grade

Thematic Unit: The Border- *Texas and its neighbors*

Lesson: *Industries of Texas and its neighboring states.*

Students will learn about the industries that exist, the geographical and climate influences on industry, and the financial impact of such industries.

Activity 1: *Product Maps*

- On Interactive Smart Board, students can see a map of Texas and its neighboring states (Oklahoma, Arkansas, Louisiana, New Mexico, and Chihuahua).
- Brainstorm and make a list of different forms of industry. Students narrow the list down to industries that they think would exist in Texas and its neighboring states.

Social Studies TEKS: 4.6

Activity 2: *Geography/Climate/Soil*

- Review geography and climate of each region and how both would impact the type of industry.
- Discuss how the soil in each region would affect the type of industry used.
- Test the soil at the school and test the soil of 3 samples brought in from different locations round El Paso.
- Compare soil samples with soil of regions on the map.

Science TEKS: 4.1, 4.2, 4.3, 4.7B, 4.11A

Social Studies TEKS: 4.7

Activity 3: *Research Industries*

- On Interactive Smart Board, students make predictions with justification on a product map.
- On Smart Board, they students see a real product map of the states.
- Compare/Revise their initial predictions.
- In groups, students will pick an industry to research. Each group will read a book about a day in the life of someone who works in the industry.
- Groups will research their industry using the computer or library.
- Students will /calculate the revenue generated from that industry in each state and the percent of total GDP.

Social Studies TEKS: 4.13, 4.14

Math TEKS: 4.1, 4.4, 4.14

Language Arts TEKS: 4.8, 4.10, 4.13,

Activity 4: *Hypothetical Problem Solving*

- Students will be given a hypothetical geographical setting, climate, and soil quality.
- Students will have design the industry that would used.
- Write a story about a day in the life in the hypothetical setting.

Language Arts TEKS: 4.15A, C-E,

5th Grade

Thematic Unit: The Border- *Changing Borders in US History*

Lesson: *The Changing US Border with Westward Expansion*

Looking at maps to see how the boundaries of the United States and its states have changed from its conception to the present time.

Activity 1: *Map Analysis*

- US Maps from different time periods are displayed in the room.
- Children have opportunity to look around the room (noting similarities/differences)
- Children will write an explanation for the cause of the changing boundaries.

Activity 2: *Researching Predictions*

- The teacher will reveal the dates for each map. Each group will be assigned a map to research.
- In groups, students use their laptops to research their map and its date in attempt to determine the historical event that occurred around that date.
- Students will find out the population of the USA at that time, the major form of industry, and other demographics.
- Groups will prepare brief outline of the information collected.

Language Arts TEKS: 5.10, 5.11, 5.13; Social Studies TEKS: 5.4B&C, 5.6

Activity 3: *Publishing*

- Students will write a persuasive essay, arguing whether or not they thought the expansion of the USA was a good idea.
- Students will debate the above issue.

Language Arts TEKS: 5.15B

Activity 4: *Area and Perimeter of the Changing USA Border*

- Brainstorm different ways of measuring and estimating the area and perimeter of the USA because it is not a perfectly shaped area.
- Use some of the suggested techniques to estimate the area and perimeter of the USA as its border changed.
- Compare with actual sizes. Which technique was most accurate?

Math TEKS: 5.4B, 5.14, 5.16

Activity 5: *Steam Engines*

- Students will read "The Steam Engine" by Tamri Orr
- Westward expansion of the USA was not possible without the invention of a steam powered engine.
- Students learn the process behind developing a steam engine and how it works.

Science TEKS: 5.8A

- b) The La Fe Preparatory School will not serve any high school grades.
- c) Teachers, parents, administrators, and La Fe Preparatory School staff will create a learning community that will work together to provide every child with a culturally enriching, relevant, and challenging learning environment. John Dewey and Vgotsky maintained that children are natural learners as long as they are deeply involved in what they are learning. Dewey criticizes the traditional classroom because the students fail to understand the importance or need for what they are learning. If information is not relevant to the child's life, the child lacks intrinsic motivation to be fully engaged in school. The La Fe Preparatory School has adopted a strategic teaching approach that will engage all students, regardless of ability, learning style, or socio-economic background. The teaching ideology must be focused on the three key principles that genuine learning originates from student-centered activities, cognitive encounters, and social relationships.

In order to advance a child's natural interest and motivation to be an active learner, it is imperative that learning environments be **student-centered**. A teacher facilitates a student-centered learning environment by discovering the interests of the students and providing **authentic, holistic, experiential, and challenging** activities that relate the subject matter to the students' interests. Authentic lesson plans are those that are real, rich, and complex. Oversimplified texts or activities lack the empowering realism that drives students to excel. In addition, students are hindered when they do not understand the overall purpose of the activity. The students must have a clear, understanding of the purpose of the activity and how it fits into the all overarching theme. This understanding is achieved through a holistic approach of long term projects or themes that first discuss the importance of the whole and then investigate each subpart. Generating an authentic and holistic approach to education is strengthened with experiential learning. Hands-on learning is the most powerful and natural form of acquiring understanding and skills, and therefore providing children with the manipulative learning tools will encourage a deeper understanding of the topic. Encompassing a student-centered, authentic, holistic, experiential, and challenging curriculum will ensure that the children have long-lasting understanding of the information and skills.

The La Fe Preparatory School will produce students who can utilize sophisticated higher order thinking skills by educating the children beyond basic skills and offering activities that will **cognitively** progress their students' minds in a **developmentally appropriate** way. Teachers at the La Fe Preparatory School will understand that children learn by mentally constructing models of the world. Children build these models through hands-on activities, interactive work groups, teacher support, and experimentation. Students will **construct** their own understanding utilizing a set of skills and resources provided by the teacher.

Cognitively, each child is naturally more adept at different skills and learns in different styles. Richard Gardner, a Harvard professor, isolated the different skills and

learning styles and identified them as eight intelligences: Visual/Spatial, Verbal/Linguistic, Musical/Rhythm, Logic/Math, Body/Kinesthetic, Interpersonal, Intrapersonal, and Naturalistic. All children develop differently; one child may be more or less advanced than that of another child in a particular intelligence. Children are more inclined to learn material if it is specific to a dominant intelligence; however, all intelligences can be enhanced with training. Teachers must provide opportunities for the students to develop all intelligences, and teachers must understand which intelligence is strongest in each child so they can utilize their strengths to understand the material. Therefore, teachers must be willing to address multiple learning styles to ensure that all children have the same opportunity to be educated.

Social relationships naturally stimulate learning. Children unconsciously learn from their families and peers. The La Fe Preparatory School will utilize the power of social relationships to strengthen the education of its students. Parents, siblings, and community members will be invited into the classroom to teach alongside or in place of the teacher. It is also of utmost importance that children work together in groups. Collaborative learning and work groups among peers removes the competitiveness that can naturally develop in a classroom and promotes scaffolding among the students. Collaborative work groups allow students to brainstorm together, explain concepts to one another, and model skills and language. Interactive social learning provides opportunities for children to be exposed to varying viewpoints, to challenge and enhance each others' ideas, and to learn productive social skills that will be necessary during future school years and potential careers. Social relationships can spur conflict within a classroom, so children will learn the importance of conflict management.

The aforementioned teaching methods are advantageous for all learners. As all students will participate in a 50/50 two way dual language program, collaborative learning is essential. Students must have ample time to talk to other students in order to develop language skills. If the subject matter is student-centered, students are given the chance to talk to their peers about something they are passionate about, and they are far more willing to overcome their uneasiness about speaking in another language.

The students at the La Fe Preparatory School who require special education will benefit greatly from activities that are hands-on and experiential. Special Education children will have the opportunity to use manipulatives, act out stories and concepts, and learn through authentic social experiences, which makes the information more tangible and increases comprehension. The teaching method described incorporates many features similar to a gifted and talented program. Gifted and talented programs typically aim to develop higher level thinking skills, creativity, and leadership. The La Fe Preparatory School is dedicated to ensuring that all children acquire such capabilities. All students will be challenged and expected to work tenaciously towards their work. All teachers will be prepared to accommodate the needs of advanced

children and provide them with rigorous activities that compliment the work being done with the rest of the classroom.

- d) ~~The teacher-to-student ratio will be 1:10. The number of students in each classroom will not exceed 16. There will be two classes per grade. The first year, the La Fe Preparatory School will have Prekindergarten, Kindergarten, and First grade, serving 96 students. An additional grade will be added until 5th grade. There will be a maximum enrollment of 224 students. With each additional year, two classroom teachers will be hired.~~

The La Fe Preparatory School is determined to create an exceptional learning environment for kids who often experience instability and difficulty at home. The average income for families in the Segundo Barrio is \$9,783, 26.8% of the people have graduated from high school, 2.2% of residents have a bachelor's degree, and 88.2% of residents rent rather than own a home. Challenging situations at home often present barriers for children at school. By having small classes and a small school, the kids will feel comfortable, supported, and well cared for. The school will be a family in itself. It will be a place where everyone knows and respects one another.

- e) The La Fe Preparatory School will provide the following unique curricular experiences:

Dual Language: ~~The La Fe Preparatory School will use a 50/50 two-way dual language program. Half the students in the classroom will be native English speakers and the other half will be native Spanish speakers. Eighty-six percent of families in the Segundo Barrio speak predominantly Spanish, so therefore the La Fe Preparatory School will accept students from surrounding neighborhoods (who tend to speak English) to establish a balanced dual language program. With such a student composition, all children are able to serve as both language models and language learners. This structure has proven to be very successful. The La Fe Preparatory School is determined to cognitively and academically develop both English and Spanish skills in all their students. The students will spend half the day with a fluent English teacher and half the day with a fluent Spanish teacher. Teachers will coordinate lesson plans and will both follow the same curriculum in their respective languages. English and Spanish instruction will alternate weekly in each subject area. For example, one week, a class will be instructed in English for Math and Social Studies and in Spanish for Language Arts and Science. The following week, the children will switch and be instructed in Spanish for Math and Social Studies and in English for Language Arts and Science.~~

Thematic Units: The curriculum will be based on school-wide thematic units. Each grade will be using the same thematic unit to learn the skills presented in the TEKS curriculum. The thematic units will be interdisciplinary through all core subjects as well as with fine arts projects and experiential learning programs. The thematic units will be culturally enriching, fostering a multi-cultural understanding and appreciation. The themes implemented will be aligned vertically throughout all grades, creating a progression of higher order thinking as children advance. The themes will also be aligned

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

The information regarding the teacher-to-student ratio on Page 43 should be deleted and replaced with:

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APPROVED DURING CONTINGENCY PROCESS

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APPROVED DURING CONTINGENCY PROCESS

horizontally within each grade to ensure consistency. To give an example, the border will be a thematic unit that will be studied at the La Fe Preparatory School.

Enrichment: All of the students attending the La Fe Preparatory School will participate in enrichment. The enrichment program will be two hours after school three days a week. The enrichment program will provide fine arts classes that are centered on the thematic unit being taught throughout the day. The school's art facilitator will organize, manage, and supervise art, music, dance, cooking, drama, and other culturally enriching classes that are specifically related to the thematic unit. Using the border as an example, the enrichment classes will include: folkloric music and dance classe, painting murals, making piñatas, cooking food typical to the El Paso/Juarez border, and photography of the border region.

Extracurricular Endeavors: In addition to thematically linked Enrichment classes, the children will twice a week have an opportunity to participate in activities that do not necessarily fall under the umbrella of the thematic unit being taught. With 96 students during the first year of operation, there will be five possible activities provided. Thus, 18 students will participate in each activity. There will be a diverse selection of activities ranging from activities that are individual oriented to activities for large groups. Activities the first year will include: ceramics, chess, robotics/inventions, soccer, and swimming. The students will have the opportunity to change activities each quarter so that they are exposed to a variety of different activities.

Integrated Technology: The La Fe Preparatory School will use Thin Clients, a laptop that can wirelessly connect to a central server for internet connections and to educational software, but which has a very small hard drive (they are far less expensive than a laptop and do not have to be updated as frequently). The central server will store all the educational and internet software necessary for the school. Each PreK-1st grade class will have five Thin Clients for general classroom use. ***All teachers will be trained to use to the Thin Clients and the educational software.*** With five computers in the classroom, the teacher can divide the class into groups, having five students at a computer reinforcing their Math, Reading, Science, or Social Studies skills. The teacher will then be left with a far smaller group and the individual attention given to each child will be increased considerably. Every student in 2nd-5th grade will be given a Thin Client to use at school. Each grade will share an interactive smart board, a digital projector, and five digital cameras. The teachers will be able to integrate technology in an interactive way to enhance basic academic skills, problem solving, and technology proficiency.

Community/Service Learning: All students will be required to participate in experiential learning projects that will include both community and service learning. Community learning is an opportunity for children to visit and learn about other parts of El Paso, Texas, the Southwest, and the USA. Service learning projects give the children an opportunity to give back to their community. Service learning projects will be developed by students, parents, and teachers.

- f) The La Fe Preparatory School will not have a program specifically for children who are considered gifted and talented. The La Fe Preparatory School's curriculum will incorporate many of the features of a gifted and talented program. Gifted and talented programs typically aim to develop higher level thinking skills, creativity, and leadership. The La Fe Preparatory School is dedicated to ensuring that all children acquire such capabilities. All students will be challenged and expected to work tenaciously towards their work. All teachers will be prepared to accommodate the needs of advanced children and provide them with rigorous activities that compliment the work being done with the rest of the classroom.
- g) The La Fe Preparatory School will provide avenues to children by which they have the opportunity to participate in a variety of cultural, artistic, and athletic activities that promote individual expression, community involvement, and family interaction.

All students are required to participate in after school activities from 3:00-5:30, Monday-Friday. After school programs will not exceed 20 students in each activity.

Enrichment Activities: During each quarter of the school year, the school will learn about different themes. Students will explore the topic during regular class hours, integrating the theme throughout Math, Reading, Science, and Social Studies. The enrichment programs after school will focus on the fine arts of the unit topic being studied. During the first quarter of the school year, the curriculum's thematic unit will focus on the border. As the school studies the border, the following enrichment programs will be available:

- **Painting Murals-** El Paso is known for its historic murals, many of which are located in the Segundo Barrio. Centro de Salud Familiar La Fe's most recognizable icon is the image of a man, woman, and child in a tight embrace, supporting each other to overcome their hardships. This symbol is painted on many of La Fe's buildings. Murals have long been a prominent form of artistic expression on the El Paso/Juarez border. The children who participate in this program will learn about this art form, tour the murals in El Paso, and design and paint their own mural as a group.
- **Piñatas-** Piñatas have been an integral part of Mexican celebrations since the Spanish conquistadores came to Mexico. The children in this program will make colorful piñatas out of paper mache. Each child will select their favorite piñata to display around the school. Some piñatas will be sold as a fundraiser, and other piñatas will be given to Children's Hospitals around El Paso that care for children with cancer.
- **Border Chefs-** The food in the Southwest, especially along the El Paso/Juarez border has its own unique flare. Each family has their own traditions and customs when it comes to cooking, and this creates a sense of pride for each family. The children who participate in this program will learn how to cook a wide array of different dishes from the border area. After each class, the leftover food will be donated to a homeless shelter. The culminating activity will be for each child to cook their favorite dish from the class. Families will come to school during the enrichment period for a taste of the border, served and prepared by the students.
- **Dancing Along the Border-** The children who participate in the dance program will learn the different styles of dancing that are prevalent on the border: Cumbia,

Corrido, Baile Folklorico, Line Dancing, the Two Step. The culminating activity will be for the children to create a dance of their own that incorporates aspects of each kind of dance.

- **Photography on the Border**-The children who participate in this program will be assigned to capture the importance and essence of the border through photography. The children will learn the basics of camera operations, the history of the medium, and most importantly, will be free to address the subject matter with their individual artistic approach. At the end of the program, students will select their favorite photographs that will be hung in the school, made into a calendar, and potentially even sold to parents and members of the community.

Extracurricular Activities: Extracurricular Activities are the set of programs that are not linked to the thematic unit being taught but are important for children to experience nonetheless. The La Fe Preparatory School will provide a range of extracurricular activities that address the needs of the students. There will be a selection of programs so that there is an appropriate activity for those that prefer to work or play alone, for those that feel more comfortable with a small group, and for those that like to engage in large group activities or teams. The first semester, the following Extracurricular Activities will be available:

- **Ceramics**- Children will be taught basic hand-building techniques ranging from pinch pots to slab construction, as well as instruction for the older students on the potter's wheel. The children can select several projects of their choice to be displayed in the school.
- **Chess**- Children will learn the orientation and capabilities of the chess pieces progressing into basic strategy of the game. They will then have the opportunity to play chess with the other students in the program and compete in city wide competitions.
- **Inventions/Robotics**- Children will have the opportunity to explore and experiment with basic mechanical issues ranging from levers to gear ratios. Students will build inventions of their own, and will present the methodology of their creation to their peers.
- **Soccer**-Students will learn the rules of soccer, basic soccer skills, and will have the opportunity to play a variety of soccer oriented games. Learning about teamwork and sportsmanship will be a crucial component.
- **Water sports**-Students will learn the basic swimming strokes. After swimming skills have developed, students will have the opportunity to do water aerobics, water polo, and other water sports.

Community Learning: The majority of students at the La Fe Preparatory School will live in a neighborhood where the residents walk to most places they need to go. As a result, many kids have little exposure to other areas of El Paso, Texas, or the Southwest. This isolation leads to a certain level of culture shock for the students when they are expected to venture beyond the Segundo Barrio. The La Fe Preparatory School is dedicated to exposing the children to a variety of facets of El Paso, the Southwest, and even the country. If students are able to see and experience what life is like beyond the Segundo

Barrio, they will begin to dream about being apart of that world and will work to get there. Through frequent field trips, camping trips, museum visits, career days, and activities with other schools, the students at the La Fe Preparatory School will have the chance to see sites around the city, state, and country. Parents will be expected to participate in such activities and will even be encouraged to take a lead role.

Service Learning: While the students at the La Fe Preparatory School are some of the poorest students in the city, it is crucial they understand the importance of giving back to the community. The students will participate in service learning projects that will range from cleaning up the neighborhood to making Piñatas to give to child cancer patients in the hospital. Parents will be expected to participate in the service learning projects and will be encouraged to play a lead role

- h) Centro de Salud Familiar La Fe, Inc. incubated the creation of the La Fe Community Development Corporation. Centro de Salud Familiar La Fe provides a variety of services to low-income families across El Paso. The La Fe Preparatory School will utilize the healthcare, technology, and cultural arts services provided to the public by Centro de Salud Familiar La Fe, Inc. More specifically, Centro de Salud Familiar La Fe, Inc will provide annual physicals, immunizations, and eye exams at no cost for all students who attend the La Fe Preparatory School.

The La Fe Preparatory School's commitment to community and service learning will require the school to partner with other public and private agencies in El Paso. The students at the La Fe Preparatory School will participate with other institutions, including the surrounding public schools, the El Paso Museum of Art, the El Paso Symphony, hospitals that care for children, and any other organization that presents a relationship that would be valuable.

The La Fe Preparatory School intends to collaborate with the El Paso Community College and the University of Texas at El Paso. The planned partnership would bring students from the two higher education institutions to volunteer at the La Fe Preparatory School. EPCC and UTEP students would provide tutoring, mentorship, and help in the classroom. Such a relationship would promote the student goal of attending a 4-year college or university. The La Fe Preparatory School seeks to involve different professional sectors of the El Paso and Juarez area so that students are exposed to a variety of careers, projects, and people.

- i) The principal function of student assessments is to determine each student's academic level, particularly the areas of need. The teachers will work together to create an aligned diagnostic exam that will measure the skills taught at each level. The diagnostic exam will be administered three times a year—the beginning of the year, mid-year, and at the end of the year. The results of the test will provide the teachers with the baseline achievement levels of each child as well as their progress throughout the year. This will enable teachers to address each child's academic needs to ensure that they are equipped with all the necessary skills to reach their academic potential. All results will be shared with parents and documented for the use of future teachers.

Children in Kindergarten, 1st, and 2nd grade will be administered an early reading instrument to assess the students' reading development and comprehension. If the results from such assessments indicate that a child is at risk for dyslexia or other reading difficulties, the parents will be notified and a meeting will take place with the special education specialist, classroom teacher, and parents to discuss the situation. La Fe Preparatory School will then implement an accelerated reading program that addresses the individual child's reading difficulty to elevate the child's reading ability to grade level.

Students in 3rd, 4th, and 5th grade will take the state mandated TAKS test, State Developed Alternative Assessment II (SDAA II), and the Reading Proficiency Tests in English (RPTE). The La Fe Preparatory School's goal is to have at least 80% of students pass the TAKS, SDAA II, or RPTE test, with 15% of students rated as commendable.

At the end of each school year, PK-4th graders at the La Fe Preparatory School who are English speakers will take the nationally recognized Stanford Achievement Test. The students in grades PK-4 who are English learners will take the Spanish equivalent, Aprenda 3. All 5th graders will take the Stanford 10. The Stanford 10 and Aprenda 3 will demonstrate the achievement of each individual child in relation to students nationally. The La Fe Preparatory School seeks to provide a stellar education that will equip all students with the skills to ultimately perform beyond their current grade level in English, regardless of their dominant language. As such, the La Fe Preparatory School expects younger students to score among the top 15% of all students nationally in either the Spanish or English test. All 5th graders will be expected to score among the top 25% on the Stanford 10.

- j) The La Fe Preparatory School aims to use the TEKS as a guide for curriculum development. Teachers will be required to teach all material outlined in the TEKS and will be expected to teach **beyond** the TEKS in order to elicit higher order thinking skills. The La Fe Preparatory School will train the teachers to facilitate learning through challenging student-centered, cognitive, and social activities. Such activities will instill a deeper understanding of the skills with an enhanced aptitude for problem solving, which will allow for students to perform well on the TAKS. During the six months before the La Fe Preparatory School becomes operational in August 2007, the teachers will be responsible for developing the thematic based curriculum for the school. During this process, the teachers will create a checklist that ensures that all TEKS objectives are met in the devised curriculum. During the instruction of each thematic unit, teachers will check off TEKS objectives that were covered. At the end of the thematic unit, children will be assessed to ensure mastery of the TEKS objectives as well as the objectives that are more advanced than the TEKS. By implementing intermittent assessments, teachers will know what material needs to be reviewed in order to guarantee that the students are prepared for the TAKS test.

- k) The Principal, three teachers, two parents, and two members from the La Fe Community Development Corporation Advisory Board will serve on the Program Evaluation Committee (PEC). Members of PEC will meet quarterly to discuss each program's progress, shortcomings, and needs. Throughout the year, members of PEC will observe programs, interview students, teachers, and parents and will analyze assessment results. Analyzing the results from the teacher produced diagnostic assessments, the TAKS test, and the Stanford 10 assessment will be a useful tool in evaluating the academic programs at the La Fe Preparatory School. If the students are not performing adequately on the assessments, then PEC will investigate the programs to discover what needs to be changed in order to improve performance. Such program improvements will be reported to the school's professional learning community, which includes teachers, the principal, and staff, who will be responsible for making the appropriate changes. The La Fe Preparatory School will be small enough that program changes will be easily implemented. PEC will follow through with the teachers to ensure that positive changes are occurring. All program findings, recommendations, and changes will be diligently documented.

4. Student Goals

- a) The La Fe Preparatory School determined the following to be critical student goals:

- Every child will enjoy school.
- Every child will reach their own academic potential.
- Every child will have the confidence to express him/herself, explore social and academic endeavors, and have positive self-esteem.
- Every child will have the motivation and be equipped to pursue a higher education.
- Every child will graduate from the La Fe Preparatory School fully bilingual and have a multi-cultural awareness.
- Every child will have a positive overall well-being, which includes their physical, spiritual, social, mental, and intellectual.
- Every child will develop social and academic leadership.
- Every child will establish respect, responsibility, and accountability for family, community, peers, and self.
- Every child will be fluent in the use of technology.

b) The method of measuring success toward each goal is described in the table below:

Student Goal	Method of Measurement
Every child will enjoy school	Teacher/Principal/Parent/Student Observation, student self-assessment
Every child will reach their own academic potential	TAKS test, and Stanford 10/Aprende 3, Student self-assessment, daily assignments, Diagnostic assessments.
Every child will have the confidence to express him/herself, explore social and academic endeavors, and have positive self-esteem	Teacher/Principal/Parent observation and student self-assessments.
Every child will have the motivation and be equipped to pursue a higher education	Teacher/Principal/Parent/Student Observation and student self-assessments.
Every child will graduate from the La Fe Preparatory School fully bilingual and have a multi-cultural awareness	TAKS test, Stanford 10/Aprende 3, Performance on daily assignments and projects in both English and Spanish, grade diagnostic test.
Every child will have a positive overall well-being, which includes their physical, spiritual, social, mental, and intellectual	Teacher/Principal/Parent observation and student self-assessments.
Every child will develop social and academic leadership	Teacher/Principal/Parent/Student observation and performance on group projects.
Every child will establish respect, responsibility, and accountability for family, community, peers, and self	Teacher/Principal/Parent/Student observations, attendance record, handing in work on time, and behavior history at school.
Every child will be fluent in the use of technology	Periodic assessments of technology skills.

5. Human Resources Information

a) See **Attachment A** (Biographical Affidavits)

b) The school officers of the La Fe Preparatory School will be a Director of Educational Development and a principal. Additional administrative staff may be added as the enrollment increases. The Board of Directors of the La Fe Community Development Corporation will be responsible for the non-delegable duties that are listed in TAC §100.1033(6)(C). The job descriptions and qualifications required for the school officers are listed below:

Director of Educational Development

~~The Director of Educational Development will be responsible for planning, implementing, and supervising the development and management of the family learning center. The family learning center will be composed of the La Fe Preparatory School, the Adult Career Center, and the La Fe Daycare Center.~~

Qualifications/Skills:

- Minimum of a bachelor's degree
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Knowledge of charter school law, finance, and curriculum
- Fiscal management and fundraising
- Skilled in public policy, public relations, and interpersonal skills

Responsibilities:

**La Fe Family Learning Center-
Development**

- Raise money to acquire land, construct facilities, and strengthen the academic opportunities for the Family Learning Center.
- Supervise the construction of the La Fe Preparatory School facility.
- Coordinate the formation of the Adult Career Center and La Fe Daycare.
- Oversee operations of Family Learning Center once in service.

**La Fe Preparatory School-
Community Relations**

- Ensure that the La Fe Preparatory School programs are aligned with the mission/vision of the parent organization, El Centro de Salud Familiar La Fe, Inc.
- Coordinate the school activities/operations with those of the parent organization, El Centro de Salud Familiar La Fe, Inc., and its subsidiary programs.
- Promote and implement partnerships with other public schools in El Paso, particularly the Segundo Barrio.
- Create partnerships with business, political, and educational sectors, particularly the University of Texas at El Paso and the El Paso Community College.
- Generate opportunities for parent and community involvement.
- Maintain a positive relationship with the El Paso Independent School District Board of Trustees.

Board Relations

- Organize and plan board meetings, following the Texas Open Meetings Act.
- Compile board agendas, meeting materials, and minutes.
- Ensure the board is involved with and is informed about school activities.
- Advise on school policies presented to the board for adoption.
- Ensure that policies adopted are implemented and evaluated.

On Page 51, the first paragraph that contains information concerning the Director of Educational Development should be deleted and replaced with:

Director of Educational Development

The Director of Educational Development will be responsible for planning, implementing, and supervising the development and management of the family learning center. The family learning center will be composed of the La Fe Preparatory School, the Adult Career Center, and the La Fe Daycare Center. It should be noted that the funds to pay the salary of the Director of Educational Development will be split between the La Fe Preparatory School and the La Fe Community Development Corporation.

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- Communicate with the principal and staff about issues that are to be presented to the board, and in turn, communicate the decisions made by the board to the principal and staff.

Business Management

- Manage the approved annual budget for the La Fe Preparatory School.
- Raise funds for academic activities and future development.
- Compile and submit proposed annual budget to the school board.
- Consult and coordinate with accounting and attendance staff.

Administrative Management

- Monitor legislative changes in Charter School and public education law.
- Adopt relevant changes in charter school law, ensuring that all state and federal requirements are met.
- Compile all essential documents required by the board, the Texas Education Agency, and other federal and state agencies.
- Oversee the performance evaluation of the principal, PEIMS coordinator, faculty, and staff.
- Advise on the need for the additional staff or staff changes.
- Oversee the termination or suspension of employees.
- Supervise the search for new employees.
- Advise the staff on salary, benefits, and pay increases.
- Administer pay system.
- Communicate all appropriate school business with the principal.

Facility Management

- Ensure that facilities are maintained and that safety regulations are followed.
- Coordinate the development of new facilities when needed.

Principal

The principal will be the educational leader of the La Fe Preparatory School. The principal will be responsible for the planning, implementation, supervision, and assessment of all educational endeavors of the school.

Qualifications/Skills:

- Minimum of a master's degree and a Principal's Certification
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Knowledge of charter school law, finance, and curriculum
- Strong understanding and experience with educational theories, modern educational approaches, and dual language education.
- Able to interpret policy, procedures, and data.
- Exceptional management, interpersonal, and communication skills.

Responsibilities

Community

- Foster school, community, and cultural spirit.

- Demand hard work, dedication, and a positive attitude from teachers, parents, and students.
- Communicate openly with parents about the vision of the school, the demands on the parents and students, and the successes that will result.
- Welcome visitors to the school.
- Promote partnerships with other schools, businesses, and the community.

Instructional Management

- Communicate and promote high expectations and standards for teachers and students.
- Facilitate the planning of innovative educational programs.
- Provide instructional resources and materials to support teaching staff.
- Assist teachers in implementing inventive, age-appropriate teaching strategies that address multiple intelligences and learning styles.
- Provide professional development and training opportunities for teachers.
- Coordinate the administration of the annual state TAKS assessment.
- Create a inventory of best practices that the school should strive towards.
- Evaluate and modify academic programs to ensure best practices.
- Maintain informative records to show campus progress addressing best practices.
- Supervise and assist all extra-curricular activities, service learning projects, community learning projects, and enrichment classes.

Professional Evaluation

- Observe teachers in formal and informal fashion, giving feedback when appropriate.
- Perform yearly evaluations of teachers.
- Maintain constant communication with teachers about classroom management, academic progress, and parental involvement.

Student Management

- Work with faculty, parents, and students to develop a student discipline management system.
- Enforce school rules fairly and consistently in accordance with the La Fe Preparatory School Code of Conduct.

Administrative Management

- Comply with district, state, and federal school policies.
- Assist with the management of daily operations in the school office.
- Ensure that proper attendance and accounting records are being kept by the respective personnel responsible.

c) See Attachment B (Organizational Chart)

d) All employees of the La Fe Preparatory School will receive group health (medical and dental) insurance, life insurance, worker's compensation, unemployment compensation, and will be a member of the Teacher Retirement System. All of these services combined will total approximately 21.5% of the employee's salary.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

~~The Director of Educational Development is responsible for the development of the Family Learning Center, which encompasses the La Fe Preparatory School, Adult Career Center, and La Fe Daycare. As such, the Director will dedicate 50% of his/her time on the La Fe Preparatory School and the other 50% of his/her time of the Adult Career Center and the La Fe Daycare. The salary for the Director of Educational Development will initially be \$60,000. The La Fe Preparatory School will only be responsible for paying the Director half of his/her salary (\$30,000), and the La Fe Community Development Corporation will pay the other half (\$30,000). The school officer will receive an annual increase of \$1000, \$500 of which will come from the La Fe Preparatory School, \$500 of which will come from the La Fe Community Development Corporation. This relationship will continue for the duration of the Director of Educational Development's involvement with the three different educational endeavors.~~

The principal will be fully employed by the La Fe Preparatory School. The starting salary for the principal is \$55,000 with an annual raise of \$1000. Below is a table illustrating the analysis of salary for the surrounding school districts, including a successful charter school in the area.

School/District	Number of Schools	Number of Students	Average Salary Central Administrator	Average Salary for School Administrator
El Paso ISD	89	63,048	65,303	58,318
Ysleta ISD	60	46,668	68,205	64,532
Socorro ISD	31	29,919	66,162	63,658
Canutillo ISD	6	4,679	69,524	62,396
Anthony ISD	3	777	67,774	58,993
Burnham Woods Charter School	2	250	46,974	48,500

- e) School officers will be required to meet the annual training requirements mandated by TEC§12.123. School officers will also be free to select additional professional development programs throughout the year. After trainings, school officers will be responsible for presenting the information to the teachers and staff at the La Fe Preparatory School.
- f) The Board of Directors will be responsible for creating an evaluation system for the Director of Educational Development and the Principal. Both the Director of Educational Development and Principal will be evaluated annually by the Board of Directors. Board members will consider input from parents and teachers. The evaluation will incorporate all areas of the job description including the personnel's capacity in the following areas: community relations, instructional management, professional evaluation, student management, administrative management, facility management, business management, and board relations. The Director of Educational

The information on Page 54 regarding the salary of the Director of Educational Development and his/her involvement with the La Fe Community Development Corporation's "Family Learning Center" should be deleted and replaced with the following:

The Director of Educational Development is responsible for the development of the Family Learning Center, which encompasses the La Fe Preparatory School, Adult Career Center, and La Fe Daycare. The Director of Educational Development and the Board of Directors of the La Fe CDC understand that funds for the La Fe Daycare and Adult Career Center cannot be commingled with those of the La Fe Preparatory School. The Director will dedicate 50% of his/her time on the La Fe Preparatory School and the other 50% of his/her time of the Adult Career Center and the La Fe Daycare. The salary for the Director of Educational Development will initially be \$65,000. The La Fe Preparatory School will only be responsible for paying the Director half of his/her salary (\$32,500), and the La Fe Community Development Corporation will pay the other half (\$32,500). The school officer will receive an annual increase of \$1000, \$500 of which will come from the La Fe Preparatory School, \$500 of which will come from the La Fe Community Development Corporation. This relationship will continue for the duration of the Director of Educational Development's involvement with the three different educational endeavors.

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Development and the Principal will, in turn, be in charge of evaluating the remaining teachers and staff.

- g) The Board of Directors will hold the Director of Educational Development and the Principal accountable for managing the operation of the La Fe Preparatory School. The Board of Directors will evaluate their performance on the responsibilities discussed below and their evaluation will affect their compensation and employment status.

- 1- The Principal will be responsible for the school and student performance. The Principal will be in constant communication with the teachers regarding student performance. The principal will be regularly notified about students who are having difficulties or are behind grade level. The Principal will participate in meetings with teachers and parents to rectify any problems.

The Board of Directors will review reports on school and student performance at each meeting. Reports will be based on diagnostic exams that take place three times a year, the Stanford 10 test, and the TAKS test. Concerns regarding student performance will be directed to the Principal. The Principal's evaluation will also be based on student performance.

- 2- The Director of Educational Development will be responsible for the administrative and management practices at the La Fe Preparatory School. The Principal is responsible for the management of the educational faculty and activities. The Board of Directors will maintain an open conversation with both the Director of Educational Development and the Principal regarding the administration and management of employees and programs. Moreover, both the Director of Educational Development and the Principal will be reviewed in their ability to adequately manage the school's operations.

- 3- The Administrative Assistant will be responsible for collecting daily attendance from the teachers. The data will be given to the PEIMS Coordinator who will enter data into PEIMS database. The Director of Educational Development will review the reports before the data is submitted to TEA. To ensure accurate data collection, data entry, and data review, all professionals involved with student attendance accounting reporting will participate in training before the school is operational.

- 4- The Director of Educational Development will be responsible for the fiscal management of the school. The Director of Educational Development will supervise the performance of the PEIMS Coordinator who will be responsible for compiling fiscal reports. Both will be trained in the accounting principles and standards of fiscal management set forth by TEA, ESC 19, and the school. Accounting reports will be compiled by the PEIMS Coordinator and thoroughly reviewed by the Director of Educational Development. All information will be documented and filed. The Board of Directors will review quarterly fiscal reports

and the annual audit report. The Board of Directors will hold the Director of Educational Development accountable based on the annual audit report.

- 5- The La Fe Preparatory School's Principal will be responsible for ensuring that the school is in compliance with all TEA special education and bilingual mandates. The Principal and teachers will receive training in special education and bilingual education (dual language program). The Board of Directors will be aware of the TEA special education and bilingual requirements and will support efforts to guarantee that mandates are fulfilled.
- 6- The Director of Educational Development will be responsible for the financial accounting reporting. All reports will be compiled by the PEIMS Coordinator and will be reviewed by the Director of Educational Development. The PEIMS Coordinator will be expected to present reports to the Director of Educational Development on schedule and to then submit information to TEA.

The Director of Educational Development will be responsible for all grant writing, grant data collection, and grant submissions. Once grants are approved to the La Fe Preparatory School, the Director of Educational Development will ensure that the funds are allocated appropriately and also guarantee that the Principal and staff are aware of and follow the grant requirements.

- 7- The Director of Educational Development will ultimately be responsible for the PEIMS reporting requirements. The PEIMS Coordinator will be expected to collect, enter, and submit all Public Education Information Management System information required by TEA. The Director of Educational Development will review the PEIMS information before it is submitted to TEA. The Board of Directors will be notified in the event of a failure to submit accurate information on/before the deadline.
- 8- The Director of Educational Development will be responsible for holding a annual community meeting during which school's and students' performance will presented to the public.
- 9- The Director of Educational Development will be responsible for providing the parents and guardians of each student enrolled in the school with a written notice of the qualifications of each full-time teacher employed by the school as is mandated by TEC§ 12.123. The written notice will provide: the teacher's educational background (college, graduate school, degrees held, certificates), work experience, and any other relevant information. Before each school year, teachers will visit their students' homes to meet their families. During the home-visit, the teachers will discuss their backgrounds, area of expertise, and special interests. Parents may also request a copy of a teacher's resume from the front desk at the school.

- h)** ~~The La Fe Preparatory School will be in compliance with the No Child Left Behind Act and will hire teachers that are highly qualified in core academic subjects (Language Arts & Reading, Math, Social Studies, and Science). Teachers will be required to have a minimum of a bachelor's degree and a teacher's certification. Special Education and ESL teachers will be required to be certified.~~

Core Academic Teacher

The teacher's main role is to facilitate the learning of every student by creating a nurturing and stimulating learning environment in which every child is expected to reach their own academic potential.

Qualifications/Skills:

- Minimum of a bachelor's degree with a teacher's certificate
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of instructing students in a supportive manner that addresses multiple learning styles.
- Strong classroom management skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.

Responsibilities:

- Hours: 7:30am-3:00pm
- Design and compose thematic units that are aligned with TEKS scope and sequence.
- Conceive and implement lesson plans that follow the thematic units and scope and sequence of the charter school.
- Collaborate with co-teacher on daily lesson plans, teaching strategies, and student performance.
- Collaborate with Special Education Specialist on Individual Education Plans to ensure all students' special needs are met.
- Collaborate with Arts Facilitator to incorporate Fine Arts into daily lesson plans.
- Demonstrate flexibility in teaching methods to address multiple learning styles and intelligences.
- Adjust pace and provide individual attention for students based on student assessments.
- Create opportunities for experiential learning.
- Utilize technology programs to enhance comprehension of technology, basic academic skills, and problem solving.
- Manage behavior in a fair, respectful manner, following the guidelines set forth in the Student Handbook.
- Perform student assessments at the beginning and end of each school year.
- Analyze student assessments and work collaboratively with co-teacher, parents, and students to improve problematic areas.

On Page 57, section h should be deleted and replaced with:

- h) *The La Fe Preparatory School will be in compliance with the No Child Left Behind Act and will hire teachers that are highly qualified in core academic subjects. The core subjects as defined by NCLB include English, Language Arts, mathematics, science, foreign language, civics and government, economics, arts (theater arts, dance, music, and art), history, and geography). Teachers will be required to have a minimum of a bachelor's degree and a teacher's certification. Special Education and ESL teachers will be required to be certified*

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- Document student performance, lesson plans, activities, and parent interactions.
- Willing to participate in extracurricular activities if necessary.
- Participate in home visits, family dinners, parental training, and parent conferences.
- Organize/decorate classroom in a welcoming manner that is conducive to learning, comfort, and group interaction.
- Participate in the selection of books, equipment, materials, and professional development opportunities.
- Strengthen job skills through professional development opportunities and participate in professional learning community with other teachers and staff at school.
- Follow and abide by state, federal, and charter regulations.

Special Education Specialist

The teacher's main role is to collaborate with classroom teachers to address the needs of special education students in an inclusive, nurturing learning environment.

Qualifications/Skills:

- Minimum of a bachelor's degree with a teacher's certificate specializing in Special Education.
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of instructing students in a supportive manner that addresses multiple learning styles and special education needs.
- Strong classroom management skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.

Responsibilities:

- Hours: 7:30am-3:00pm
- Coordinate evaluations of children who are suspected to have special education needs.
- Collaborate with classroom teachers, principal, and parents to create Individual Education Plans for special needs children.
- Design and compose thematic units that are aligned with TEKS scope and sequence and with each child's ARD.
- Complete all necessary paperwork needed for special education students by the appointed deadlines.
- Conceive and implement lesson plans that follow the thematic units and scope and sequence of the charter school.
- Collaborate with classroom teachers on daily lesson plans, teaching strategies, and student performance.
- Demonstrate flexibility in teaching methods to address multiple learning styles and intelligences.

- Adjust pace and provide individual attention for students based on student assessments.
- Create opportunities for experiential learning.
- Utilize technology programs to enhance comprehension of technology, basic academic skills, and problem solving.
- Manage behavior in a fair, respectful manner, following the guidelines set forth in the Student Handbook.
- Analyze student assessments and work collaboratively with classroom teacher, parents, and students to improve problematic areas.
- Document student performance, lesson plans, activities, and parent interactions.
- Willing to participate in extracurricular activities if necessary.
- Organize/decorate classroom in a welcoming manner that is conducive to learning, comfort, and group interaction.
- Participate in the selection of books, equipment, materials, and professional development opportunities.
- Strengthen job skills through professional development opportunities and participate in professional learning community with other teachers and staff at school.
- Follow and abide by state, federal, and charter regulations.

Arts Facilitator

The primary responsibility of the Arts Facilitator is to coordinate the integration of Fine Arts into each classroom and develop the Enrichment Activities/Extracurricular Activities that take place after school.

Qualifications/Skills:

- Minimum of a bachelor's degree
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of instructing students in a supportive manner that addresses multiple learning styles.
- Strong classroom management skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.
- Able to integrate fine arts into the classrooms' daily activities in grades PK-5.
- Able to engage students in creative way so that they enjoy the fine arts and are eager to explore their interests.

Responsibilities:

- Hours: 8:30am-5:30pm
- Design and compose activities that are aligned with the TEKS Art scope and sequence as well as the thematic units and scope and sequence of the charter school.

- Collaborate with classroom teachers on daily lesson plans, teaching strategies, and student performance.
- On a daily basis, integrate fine arts into each classroom in such a way that compliments the thematic unit and activities planned by the classroom teacher.
- Collaborate with Special Education Specialist on Individual Education Plans to ensure all students' special needs are met.
- Demonstrate flexibility in teaching methods to address multiple learning styles and intelligences.
- Adjust pace and provide individual attention for students based on student assessments.
- Create opportunities for experiential learning.
- Manage behavior in a fair, respectful manner, following the guidelines set forth in the Student Handbook.
- Document student performance, lesson plans, activities, and parent interactions.
- Participate in extracurricular activities if necessary.
- Strengthen job skills through professional development opportunities and participate in professional learning community with other teachers and staff at school.
- Prepare and manage budget for arts department.
- Follow and abide by state, federal, and charter regulations.

PE Teacher

The primary responsibility of the PE Teacher is to provide opportunities for children to be physically active in such a way that promotes respect, confidence, and sportsmanship.

Qualifications/Skills:

- Minimum of a bachelor's degree
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of *instructing students in a supportive manner that addresses multiple learning styles.*
- Strong behavior management skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.
- Dedicated to educating the children in nutrition, safety, sportsmanship, and the importance of exercise.

Responsibilities:

- Hours: 7:30am-3:00pm
- Design and implement lesson plans that are aligned with TEKS.
- Collaborate with teachers on daily lesson plans, teaching strategies, and student performance.

- Collaborate with Special Education Specialist on Individual Education Plans to ensure all students' special needs are met.
- Demonstrate flexibility in teaching methods to address multiple learning styles and intelligences.
- Adjust pace and provide individual attention for students based on student assessments.
- Create opportunities for experiential learning.
- Manage behavior in a fair, respectful manner, following the guidelines set forth in the Student Handbook.
- Perform student assessments at the beginning and end of each school year.
- Analyze student assessments and work collaboratively with classroom teachers, parents, and students to improve problematic areas.
- Document student performance, lesson plans, activities, and parent interactions.
- Willing to participate in extracurricular activities if necessary.
- Participate in home visits, family dinners, parental training, and parent conferences.
- Strengthen job skills through professional development opportunities and participate in professional learning community with other teachers and staff at school.
- Follow and abide by state, federal, and charter regulations.

Enrichment Teachers

The primary responsibility of the enrichment teachers is to provide instruction to children in a variety of cultural, artistic, and athletic activities that promote individual expression, community involvement, family interaction, and a positive sense of self.

Qualifications/Skills:

- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of instructing students in a supportive manner that addresses multiple learning styles.
- Strong classroom management skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.
- Able to engage students in creative, exploratory thinking.

Responsibilities:

- Hours: 3:00pm-5:30pm
- Design and compose fine arts programs that align with the thematic unit being studied.
- Conceive and implement lesson plans.
- Collaborate with classroom teachers on daily lesson plans, teaching strategies, and student performance.

- Collaborate with Special Education Specialist on Individual Education Plans to ensure all students' special needs are met.
 - Collaborate with Arts Facilitator to enhance the program.
 - Demonstrate flexibility in teaching methods to address multiple learning styles and intelligences.
 - Adjust pace and provide individual attention for students based on student assessments.
 - Create opportunities for experiential learning.
 - Manage behavior in a fair, respectful manner, following the guidelines set forth in the Student Handbook.
 - Document student performance, lesson plans, activities, and parent interactions.
 - Willing to participate in additional activities if necessary.
 - Organize/decorate classroom in a welcoming manner that is conducive to learning, comfort, and group interaction.
 - Strengthen job skills through professional development opportunities and participate in professional learning community with other teachers and staff at school.
 - Follow and abide by state, federal, and charter regulations.
- i) The Director of Educational Development will be responsible for providing the parents and guardians of each student enrolled in the school with a written notice of the qualifications of each teacher employed by the school as is mandated by TEC §12.123. Parents can also request a copy of a teacher's resume from the front desk at the school.
- j) All employees of the La Fe Preparatory School will receive group health (medical and dental) insurance, life insurance, worker's compensation, unemployment compensation, and will be a member of the Teacher Retirement System. All of these services combined will total approximately 21.5% of the employee's salary. Classroom teachers will have a starting salary of \$34,000, the Arts Facilitator will have a starting salary of \$30,000, and the PE Teacher will have a starting salary of \$28,000. Employees will have an annual increase of \$500. Below is a table illustrating the analysis of salary for the surrounding school districts, including a successful charter school in the area.

School/District	Average Starting Salary for a Teacher	Average Salary for a Teacher
El Paso ISD	32,108	39,507
Ysleta ISD	35,201	40,726
Socorro ISD	35,352	38,451
Canutillo ISD	33,464	39,124
Anthony ISD	33,085	41,153
Burnham Woods Charter School	20,943	22,397

- k) The La Fe Preparatory School aims to create a professional learning community. This entails providing ample opportunities for teachers to further their education and then share their knowledge with their coworkers. The Principal will select mandatory professional development programs for teachers to attend. Each teacher will be allocated money for professional development opportunities each year. If the required programs do not exceed the available money, teachers will be free to select additional professional developments of their interest. After trainings, teachers will be responsible for presenting the information to the Principal, teachers, and staff at the La Fe Preparatory School.
- l) The Director of Educational Development and the Principal will be responsible for the annual formal evaluation of the teachers. Teachers will be informally evaluated throughout the year as the Principal will sporadically visit the classrooms. The Principal will give constructive criticism, advice, and comments when he/she sees fit. It is important that the Principal understand that the teachers need support and their comments, particularly positive comments, are necessary. For the formal evaluation, the Principal will observe a series of lessons, write a descriptive commentary, and then later meet with the teacher to go over the evaluation. Evaluations will be presented to the Board of Directors.

m) Below is a job description for the PEIMS Coordinator and Administrative Assistant.

PEIMS Coordinator

The primary responsibility of the PEIMS Coordinator will be to oversee the collection of and report all mandated district PEIMS data to TEA. During the first year of operation, the La Fe Preparatory School will contract employment with an accountant from Centro de Salud Familiar La Fe, Inc. who is trained in PEIMS reporting.

Qualifications/Skills:

- Bachelor's degree preferred, High School diploma required.
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of collecting, organizing, and reporting data in a timely, efficient manner.
- Strong time management and organizational skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.

Responsibilities:

- Collect, organize, and analyze PEIMS information.
- Edit all information to ensure that reports are accurate.
- Submit PEIMS information to TEA when required.
- Document all information for future reference.
- Manage all other tasks relating to PEIMS as they are identified.

- Coordinate with the Principal and the Director of Educational Development regarding PEIMS information, the budget, and audits.
- Strengthen job skills through professional development opportunities.
- Follow and abide by state, federal, and charter regulations.

Administrative Assistant (Attendance Clerk)

The Administrative Assistant is responsible for the clerical needs of the school office, attendance, lunch counts, greeting visitors, and any other administrative needs of the school.

Qualifications/Skills:

- High School Diploma required.
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Able to work cooperatively with supervisors, colleagues, parents, and students.
- Capable of communicating bilingually with parents, students, and staff.
- Strong organizational skills.

Responsibilities:

- Greet parents, children, and other visitors upon arrival.
- Answer or direct questions appropriately from visitors.
- Direct telephone callers to appropriate person, take messages, and give information on questions when possible.
- Accurately collect daily attendance information in an efficient manner and transfer information to PEIMS coordinator.
- Call parents of absent students and relay information to the student's teacher.
- Document information for breakfast, lunch, and afternoon snack count.
- Document and file student registrations, student medical forms, transcripts.
- Maintain student files in accordance with requirements.
- Schedule and confirm appointments for the Principal.
- Compose memos, emails, letters, and other forms of correspondence as designated by the Principal.
- Create school's monthly calendar and breakfast/lunch menu.
- Create school-wide newsletters to be distributed to parents.
- Fulfill administrative needs as necessary.
- Participate in any school activities as assigned by the Principal or Director of Educational Development.
- Follow and abide by state, federal, and charter regulations.

- n) All employees of the La Fe Preparatory School will receive group health (medical and dental) insurance, life insurance, worker's compensation, unemployment compensation, and will be a member of the Teacher Retirement System. All of these services combined will total approximately 21.5% of the employee's salary. While the PEIMS Coordinator is splitting his/her services between Centro de Salud Familiar

La Fe, Inc. and the La Fe Preparatory School, the two organizations will split the salary of \$28,500. The Administrative Assistant will receive a salary of \$22,000. Below is a table illustrating the analysis of salary for the surrounding school districts, including a successful charter school in the area.

School/District	Average Salary for Professional Support Staff	Average Salary for Auxiliary Staff
El Paso ISD	48,543	18,517
Ysleta ISD	49,392	17,418
Socorro ISD	48,131	18,246
Canutillo ISD	48,262	19,647
Anthony ISD	47,020	17,828
Burnham Woods Charter	32,503	14,645

- o) Professional support staff will be encouraged to attend professional development programs that will give further insight into their professional duties. In addition, just as Centro de Salud Familiar La Fe, Inc. has assisted its employees in continuing their education, the La Fe Preparatory School will seek funding to do the same.
- p) The PEIMS Coordinator and the Administrative Assistant will be evaluated by the Principal and the Director of Educational Development. Evaluation reports will be submitted to the Board of Directors. Both positions must be monitored frequently to ensure that accurate information is submitted to TEA on schedule.

6. Governance

a) The members of the La Fe Community Development Corporation governing board include:

- Salvador Balcorta, President/CEO, Centro de Salud Familiar La Fe, Inc & CEO/President, La Fe Community Development Corporation
- Robert Gonzales, CFO, Centro de Salud Familiar La Fe, Inc.
- Juan Flores, CAO, Centro de Salud Familiar La Fe, Inc.
- Veronica Rosales, Director of Community Development of Sunland Park, NM.
- Dr. Elena Izquierdo, Department Chair, College of Education at University of Texas at El Paso
- Jorge Rodriguez, Vice President, Property Tax Associates, Inc.

See Attachment A, notarized biographical affidavits

b) See **Attachment C**, 501(c)(3) determination letter from the IRS

c) See **Attachment D**, Original Articles of Incorporation and Articles of Amendment

d) See **Attachment E**, Original Bylaws of La Fe Community Development Corporation and Restated Corporate Bylaws.

e) The La Fe Community Development Corporation was established on August 17, 2001.

f) La Fe Community Development Corporation is an organization incubated by Centro de Salud Familiar La Fe (La Fe). La Fe has a long history of providing healthcare to the residents of Segundo Barrio and South El Paso. La Fe began through the passion of a group of mothers and grandmothers witnessing poor economic conditions and healthcare disparities in this community. Through strategic planning, long-term vision, and most importantly, dedication for the community, La Fe has evolved from a small grass roots barrio clinic to a comprehensive multi-service agency involving medical and dental care, social services, health promotion and prevention, education/training, and economic development.

While the healthcare needs of the community are being addressed through various La Fe facilities and initiatives, they nonetheless represent only half of the organizations holistic approach to a healthy lifestyle and a vibrant economically viable community. These initiatives are captured in the concept of Nuestro Bienestar, which predicates that to reach and sustain our total well being, more than physical health has to be addressed. Family well being and self-reliance must focus on breaking barriers and continually developing economic, health, educational, and other sustainable resources that both build ‘capital’ and improve health for our communities.

The transition into education/training and economic development are the most recent service venues initiated over the past 3-5 years. Examples of this evolution includes

establishing the Child and Adolescent Wellness and the Cultural and Technology Centers as a foundation for a Health Promotion Institute, and youth education/training. Centro de Salud Familiar La Fe, Inc. incubated the Community Development Corporation (CDC) as a separate non-profit corporation that currently has a housing focus, but will include economic business initiatives such as a Commercial Kitchen, Mercado or Public Market; and the development of the La Fe Preparatory School as part of its education/training campus component. These visionary and evolving initiatives are part of La Fe's strategic efforts to create community wealth in targeted neighborhoods and families.

g) In the past the organization has engaged in the following projects:

- Durango Apartments: Rehabilitation of multi-family housing units for low-income elderly residents;
- Charles St. Housing: Construction of two single family attached housing units for low-income families.
- Real Estate Development: Acquisition of vacant land for redevelopment (ongoing).

Currently the organization is engaged in the following activities:

- Las Casitas de La Fe: A three unit multi-family apartment development for low-income residents;
- Pueblo de La Fe: Large subdivision that will include 60 single family housing units for homeownership, recreation/open space, a La Fe health clinic and community center;
- Financial Self-Reliance Program: Financial literacy classes for La Fe employees to include homeownership classes, paying down debt, savings accounts, and other personal financial issues;
- Community Planning & Research: Ongoing research and surveying of south El Paso; research helps organization develop policies that benefit the residents and clients of La Fe Clinic.

- h)** The La Fe Community Development Corporation has not operated a private daycare, private school, public daycare, or public school.
- i)** The La Fe Community Development Corporation is not a religious or faith-based organization nor has it been engaged with any activities with a religious purpose.
- j)** The La Fe Community Development Corporation has not been involved with any litigation.
- k)** The La Fe Community Development Corporation has not been sanctioned by any state regulatory agency.

- l) The initial incorporating of the La Fe Community Development Corporations included:**
- Salvador Balcorta, CEO, Centro de Salud Familiar La Fe, Inc
 - Robert Gonzales, CFO, Centro de Salud Familiar La Fe, Inc.
 - Juan Flores, CAO, Centro de Salud Familiar La Fe, Inc.
 - Richard Arguelles, Entrepreneur, Neighborhood Resident
- m) Contingent upon approval from the State Board of Education as a twelfth generation charter school, the La Fe Preparatory School will hire the principal, first year classroom teachers, and an art facilitator six months prior to the opening of school. The principal, teachers, and art facilitator will undergo an orientation about the La Fe Community Development Corporation, its affiliation with Centro de Salud Familiar La Fe, and the Segundo Barrio. They will attend professional development trainings, and they will work together to develop the thematic units and lesson plans for the curriculum.**
- n) The La Fe Preparatory School will publish a school handbook that will address the procedure for receiving and responding to complaints. Parents, students, and employees will have access to the school handbook and will be informed on the procedures.**
- o)**
- 1) The governing body for La Fe Community Development Corporation shall consist of a Chair, Vice-Chair, a President, a Secretary, a Treasurer, and other officers with such powers and duties not inconsistent with the Bylaws as may be appointed and determined by the Board of Directors.
 - 2) At the regular meeting of directors held in September of each year, officers shall be elected by the Board of Directors. The election of officers shall be by a majority vote for each officer of the board. Any officer may be removed from office by the affirmative vote of two-thirds (2/3) of the full Board of Directors, at any regular or special meeting called for the purpose, with or without cause. Any such officer proposed to be removed shall be entitled to at least five (5) days notice in writing by mail of the proposed to be removed and of the meeting time and place at which such removal is to be voted upon and shall be entitled to be heard at such meeting.
 - 3) Qualified members shall be elected by the Board of Directors. The election of members shall be by a majority vote for each member of the board. Any director may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such director proposed to be removed shall be entitled to at least thirty (30) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

The information on Page 69 that discusses the duties of the secondary board should be deleted and replaced with the following:

The Board of Directors may appoint from persons interested in the work of the school a secondary "school" board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time, as the Board of Directors shall direct. These Secondary Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. At least two members from the Board of Directors must serve on the Secondary Board. The Secondary Board will consider and make recommendations concerning such questions as may be submitted to them by the Board of Directors; and the Secondary Board, or any of its members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors. The Secondary Board will be delegated responsibility and power over all issues regarding the charter school except those listed in 19 TAC §100.1033(c)(6)(C) which include:

- (i) final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (ii) final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property;
- (iii) final authority to direct the disposition or safekeeping of public records; except that the governing body may delegate this function to any person, subject to the governing body's superior right of immediate access to, control over, and possession of such records;
- (iv) final authority to adopt policies governing charter school operations;
- (v) final authority to approve audit reports under TEC, §44.008(d); or
- (vi) initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for a chief executive officer.

At any point, the Secondary Board may vote to abstain from deciding on a charter school issue, deferring its power to the charter holder's Board of Directors.

In order to comply with the Texas Open Meetings Act, two changes were made to the bylaws. In Article II, Section 3, the bylaws were revised to state that meetings will only take place within Texas. The second change is the addition of Article II, Section 12, which clarifies that if any issue regarding the charter school is being addressed, all requirements set forth by the Texas Open Meetings Act will be followed. The restated bylaws are attached.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

4) Any vacancy in the Board shall be filled for the unexpired portion for the term by majority vote of the remaining directors, at any special meeting of the Board called for that purpose.

5) Each Director shall hold office until the September annual meeting of the Board and until his or her successor shall have been elected and qualified.

6) Currently, the terms will not be staggered.

p) The members of the La Fe Preparatory School governing board include:

- Salvador Balcorta, President/CEO, Centro de Salud Familiar La Fe, Inc & CEO/President, La Fe Community Development Corporation
- Dr. Elena Izquierdo, Department Chair, College of Education at University of Texas at El Paso
- Tracy Yellen, Campaign Director, YWCA
- Agustin Montes, AVP, Chase Bank
- Juan Contreras, Principal, Plato Academy

~~**q)** The Board of Directors may appoint from persons interested in the work of the school an Advisory Board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time, as the Board of Directors shall direct. These Advisory Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. Each year the Board of Directors shall appoint a Chair of the Advisory Board from among the Advisory Board members to serve for a term of two years. The Advisory Board from time to time shall consider and make recommendations concerning such questions as may be submitted to them by the chair; and the Advisory Board, or any of it's members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors.~~

r) 1) The governing body for La Fe Preparatory School shall consist of a Chair, Vice-Chair, a President, a Secretary, a Treasurer, and such other officers with such powers and duties not inconsistent with the Bylaws as may be appointed and determined by the Board of Directors.

2) Qualified officers shall be elected by the Board of Directors. The election of officers shall be by a majority vote for each member of the Board of Directors. Any officer may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such officer proposed to be removed shall be entitled to at least thirty (30) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

3) Qualified members shall be elected by the Board of Directors. The election of members shall be by a majority vote for each member of the Board of Directors. Any member may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such member proposed to be removed shall be entitled to at least thirty (30) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

4) Any vacancy in the governing body shall be filled for the unexpired portion for the term by majority vote of the remaining directors, at any special meeting of the Board called for that purpose.

5) Each Director shall hold office until the September annual meeting of the Board and until his or her successor shall have been elected and qualified.

6) Currently, the terms will not be staggered.

- s) The La Fe Preparatory School will continue to build on an existing affiliation with the incubator non-profit organization, Centro de Salud Familiar La Fe, Inc (La Fe). La Fe has a long history of serving the healthcare needs of the residents of Segundo Barrio and south El Paso. La Fe has evolved from a small grass roots barrio clinic to a comprehensive multi-service agency involving medical and dental care, social services, health promotion and prevention, education/training, and economic development. The La Fe Preparatory School will partner with the La Fe to share services including healthcare to students at the school and the use of the Cultural and Technology Center. The following members of the governing body of the sponsoring entity are involved with La Fe:

- Salvador Balcorta, CEO, Centro de Salud Familiar La Fe, Inc.
- Robert Gonzalez, CFO, Centro de Salud Familiar La Fe, Inc.
- Juan Flores, CAO, Centro de Salud Familiar La Fe, Inc.

7. Community Support

- a) The La Fe Preparatory School will be located in a neighborhood known as the Segundo Barrio. The Segundo Barrio is directly north of the El Paso/Juarez border and south of El Paso's downtown center. The community of 18,000 people possesses some of the poorest families in United States. 59.9% of the families live below the poverty line, and the average household income is \$9,783. Most of the families are first and second generation Mexican-Americans, 86.6% of whom speak predominantly Spanish. Only 26.8% of residents in the Segundo Barrio have graduated from high school, and 2.2% have a bachelor's degree. While the statistics reflect what appears to be a bleak neighborhood, quite the opposite is true. South El Paso is a vibrant area that is an unmistakably a unified community-- buildings are covered in murals that portray the history and traditions of immigrant families living

in the Segundo Barrio; children ride their bikes in the street; teenagers ride skate boards at the skating park; families sit on their porch and chat with those passing by; mothers and grandmothers walk their children to school and to the local tienditas (shops) for their necessities; families gather to celebrate their heritage and to march for the female injustices in Juarez. The residents in the Segundo Barrio seek the opportunity to succeed, yet they are hindered by unfortunate living conditions, health problems, language barriers, and an education system that does not instill hope but rather admits that their future options are limited.

El Centro de Salud Familiar La Fe's organization was founded in 1967 in the Segundo Barrio. A group of despondent mothers living in the Segundo Barrio came together to create the La Fe in order to provide healthcare opportunities that they felt were deficient. It started as a one room medical clinic in a vacant apartment with a local doctor volunteering one day a week. With constant development over the last 39 years, La Fe has evolved into an organization that includes seven medical clinics across depressed areas of El Paso, a Child and Adolescent Wellness Center (which includes healthcare and a Cultural and Technology Center), an HIV/AIDS clinic, WIC, CHIP, dentistry, housing, and programs that address teenage pregnancy, financial literacy, and senior companionship.

The La Fe Preparatory School decided to base its operation in the Segundo Barrio because that is the central location for all of La Fe's services. The La Fe Preparatory School aims to create a school that will use the services of La Fe to provide a holistic education that incorporates the entire family.

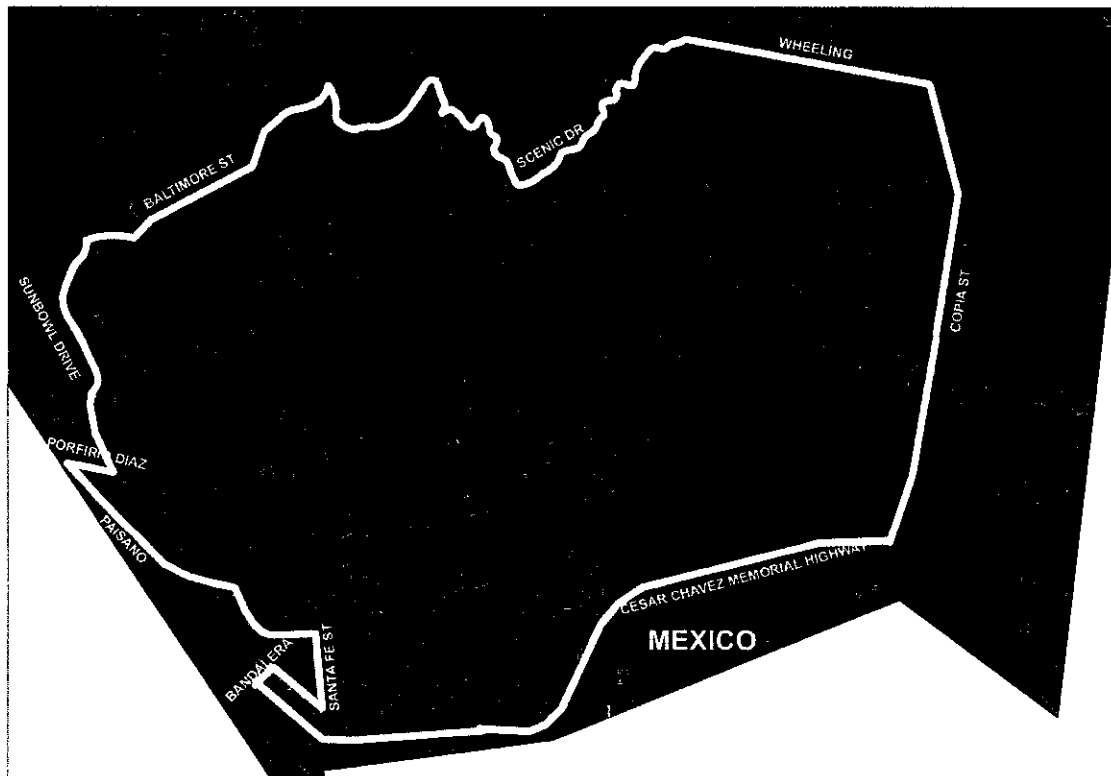
- b) Centro de Salud Familiar La Fe, Inc. has a long history of serving families in the Segundo Barrio and other impoverished areas of El Paso. As such, La Fe has a superior reputation throughout the El Paso community and has developed strong relationships with its members, families who live in near La Fe centers, and with business, educational, and community leaders. La Fe Community Development Corporation's affiliation and partnership with the incubator organization, Centro de Salud Familiar La Fe, allowed for the La Fe CDC to retain that same reputation. As such, the coordinator for the charter school development was able to call upon those that support Centro de Salud Familiar La Fe to help with the charter school. The coordinator formed an advisory board that was divided into four subcommittees: Educational Design, Finance, Technology, and Special Programs. Members included people from the Segundo Barrio, people that had originally grown up in the Segundo Barrio and have since moved, businessmen, artists, teachers from both public and private schools, a principal, a University of Texas Professor, El Paso Community College directors, social workers, a city planner, many technology gurus, and a city parks and recreation representative. The committees met once every two weeks to discuss and decide on the overall design and key components of the school. The advisory board has agreed to continue working with the La Fe Charter School in any capacity that is needed.

In February, the La Fe Preparatory School held four public community meetings for citizens interested in the La Fe Preparatory School. At the meetings, those that were interested were able to sign up to participate on a steering committee that will begin meeting once a month from May to the opening of the La School (if the proposed La Fe Preparatory School is approved by the State Board of Education). The steering committee will be involved with fundraising events, the hiring process for the school staff, and other needs that come up as the process continues.

8. Geographic Boundary

- a) The La Fe School will accept students from a portion of the El Paso Independent School District. The boundary, in basic terms, will be the area that falls North of the Cesar Chavez Memorial Highway, South of Scenic Drive and Wheeling, West of Copia Street, and East of Paisano. A map is provided below to show the exact streets that will be used to indicate the geographic boundary.

LA FE PREPARATORY SCHOOL PROPOSED BOUNDARIES



- b) See Attachment H, certified mail receipt cards

The information on Page 73 regarding the application period should be deleted and replaced with the following:

- a) The La Fe Preparatory School will require applicants to submit a completed application between the dates of March 1 and May 31.

9. Admissions Policy

- ~~a) The La Fe Preparatory School will require applicants to submit a completed application between the dates of January 11, 2007 and May 11, 2007.~~
- b) If the number of applicants for a class exceeds the number of available spaces, the La Fe Preparatory School will conduct a lottery. The lottery will be held within a week of the application deadline. If a lottery is needed, each child who is registering will be designated a number at random. The numbers will be drawn and recorded in the order in which they were drawn. The school will accept students' whose numbers were drawn first until each grade has reached its capacity.
- c) All names submitted to the school will be selected from the lottery system. The La Fe Preparatory School will accept the first thirty-two names that are selected for each grade. The remaining names that are selected will make up the waiting list. If an applicant is accepted through the lottery and decides not to attend the La Fe Preparatory School, the subsequent student from the waiting list will be accepted.
- d) The La Fe Preparatory School will exempt returning students, the siblings of returning students, and/or the children of the school's founders from the lottery (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) as permitted by the federal guidance on the Charter Schools Program. Applicants must notify the school of their intent to attend the school by the application deadline.
- e) If an applicant submits her/her application after the designated application period, his/her name will be added to the waiting list according to the date the application was submitted.
- f) The La Fe Preparatory School will abide by all state and federal regulations regarding admissions procedures. The La Fe Preparatory School will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend.
- g) The La Fe Preparatory School will not specialize in performing arts and therefore the applicants will not be required to demonstrate artistic ability for admission to the school.
- h) Students who have a documented history of criminal offense, a juvenile court adjudication, a history of misconduct as listed in TEC, §12.111(6), or discipline problems under TEC Subchapter A, Chapter 37 will be excluded from enrollment.
- i) Students must submit a complete application to register for the lottery. The applicants will not be required to provide transcripts or other academic records until they have

been enrolled in the La Fe Preparatory School. The applicants are required to provide the following information to register for the lottery:

1. Name
 2. Birth date
 3. Grade level
 4. Current school the child attends
 5. Address
 6. Phone number
 7. Parent/Guardian's name
 8. Parent/Guardian signature
- j) The La Fe Preparatory School will only accept transfer students who live within the specified geographic boundary of the school. The La Fe Preparatory School will report transfer students to the Student Transfer System (STS) by the established deadline in order to ensure compliance with Civil Action 5281. The PEIMS Coordinator will be responsible for submitting information through STS when a student transfers to the school or transfers to another school district. The PEIMS Coordinator must continually update the STS on a needed basis. A student transfer will not be approved if it changes the majority or minority percentage of the school population by more than one percent in either the sending or receiving district.

10. Special Needs Students and Programs

- a) The La Fe Preparatory School will implement policies and procedures to ensure that children with a disability identified under Individuals with Disabilities Education Act (IDEA) who live within the school's geographic boundary will be identified, located, and evaluated to guarantee that appropriate services are provided. The La Fe Preparatory School will work in conjunction with the Education Service Center-Region 19, the surrounding public and private schools, and early childhood intervention (ECI) programs to inform the community about special education programs for children of all ages. The La Fe Preparatory School will utilize the local network of special education resources to host parent/community awareness presentations and to provide informational brochures that are intended to notify the public about services available for children, regardless of their disability or age.

Children between the ages of 0-5 who are not enrolled in the school but who live within the geographic boundary will be entitled to receive early childhood disability screenings through Child Find. Notice of periodic early childhood disability screenings will be given during the public awareness presentations, through public announcements, and by Centro de Salud Familiar La Fe referring their patients who may have a potential disability. By means of the screening, children between the ages of 0-3 who are suspected of having a disability will be referred to local early childhood intervention agencies. Children who are between the ages of 3-4 who are suspected of a disability will be referred to the El Paso Independent School District for services. Children who are between the ages of 4-5 will be able to receive special

education services at the La Fe Preparatory School as the school has a Pre-Kindergarten for four year olds.

All students who are enrolled in the La Fe Preparatory School will be provided with support services that include tutoring, mentoring, and remediation. If a student experiences continued difficulty after general services have been fully utilized, an Early Intervention Committee of teachers and parents will convene to review information regarding the child, the steps taken thus far, the possible remediation strategies. If such remediation is not successful, a Full and Individual Evaluation (FIE) will be completed by a multidisciplinary team and will be used to identify all potential areas of disability, including health, vision, hearing, social, emotional, speech, intellectual, and motor skills. The evaluation will be standardized so not to be discriminatory to different races or cultures. The test will be valid for all language learners to ensure that the shortcomings are due to a true disability and not just limited language skills in a particular language. Appropriate tools will be used to assess each student's developmental level and will be suitable for children with sensory, manual, or speech impediments.

If it is determined that a child has a disability under IDEA, the multidisciplinary team determines that the child is qualified for Special Education services, and the parents consent to the child receiving special education services, an ARD (Admission, Review, Dismissal) committee will meet within thirty days of the disability being identified. The ARD committee will consist of a parent, classroom teacher, Special Education Specialist, and any other person required under IDEA. The ARD committee will be responsible for determining the appropriate Individual Education Plan (IEP) for the child. The ARD Committee will consider the child's strengths, the parents' concerns, goals for the child, evaluation results, and factors that will help the child progress. Conforming to IDEA, particularly the Least Restrictive Environment provisions, the ARD Committee will ensure children with disabilities will be educated with children who do not have disabilities to the maximum extent appropriate. Supplementary aids and services will be considered to address the needs of those children placed in special education.

- b) The La Fe Preparatory School will have on staff a **certified Special Education Specialist**. In addition, the La Fe Preparatory School will access qualified independent evaluation specialists by contract to conduct Full and Individual Evaluations and serve as a consultant for the ARD committee during which the Individual Education Plan is developed. The list of independent evaluation specialists includes, but is not limited to: Speech and Language, Assistive Technology, Audiologist, Vision, Medical, Education, Psychological, and Neurological.
- c) The Special Education Specialist will promote special education services for students placed in special education and whose IEP indicates such services are needed. The Special Education Specialist will assist in facilitating the pre-referral meetings, coordinate assessments, participate on the ARD committee, serve as a member of the multidisciplinary assessment team, and will work with the child based on the child's

IEP. If the ARD Committee determines that the Special Education needs of the child exceed the capabilities of the school, consideration of contracting services will be decided upon. La Fe Preparatory School will utilize the Educational Service Center – Region 19 for technical assistance and training in the area of special education.

The services provided to children who qualify for special education will be based on the child's IEP. If a student's IEP indicates that the child is able to participate in a regular classroom with assistance, the Special Education Specialist will assist the child in their regular classroom. The Special Education Specialist will coordinate assignments and lessons with the classroom teachers to ensure that each child's IEP is being followed. The Special Education Specialist will, when required by the child's IEP, pull a child out of the regular classroom to receive special education services.

When a child's IEP indicates the need for related services that are beyond the capabilities of the Special Education Specialist, specialists in the needed area will be contracted to provide services. Children who require related services including transportation, psychological counseling, physical therapy, school health services, speech-language services, and social-work will be provided such services in the least restrictive manner.

- d) The La Fe Preparatory School will provide the appropriate instructional placement for all students with disabilities. Instructional placement will be dependent on each child's independent needs that are described in the IEP. The La Fe Preparatory School will provide all teachers with opportunities to learn special education instruction strategies to address the needs of all children. The following educational placements will be available to students to ensure a full continuum of placement options.
- Mainstream: The student will participate in the regular classroom, and the Special Education Specialist will either directly/indirectly (via the classroom teacher) ensure that the child's needs are accommodated according to the IEP.
 - Resource Room: A child who needs to be separated from the class to receive individual special education or related services. The child will spend no more than 50% of the school day in the resource room.
 - Self-Contained: Students who are unable to participate in the regular classroom for more than 50% of the day will receive instruction in a self-contained classroom on campus.
 - Homebound: Students who have been confined for a minimum of four consecutive weeks by a doctor will receive special education instruction at home or in the hospital.
 - Hospital Class: Students who reside in the hospital, residential care center, or treatment facility not operated by the school district will receive special education instruction.
- e) The La Fe Preparatory School will establish policies that ensure that all children with disabilities attending the La Fe Preparatory School will have access to a Free and

Public Education (FAPE), including those that have been suspended or expelled for disciplinary reasons.

If student with a disability has carried out actions that would warrant expulsion as described in the School Handbook, the ARD committee will convene to determine if the actions were a result of the child's disability. In order to address behavior issues, the ARD Committee will conduct a Functional Behavior Assessment (FBA) to modify the child's Behavioral Intervention Plan and IEP in attempts to improve behavior. If the actions were unrelated to the disability, the student will follow the Student Code of Conduct described in the Student Handbook. FAPE still applies, and the ARD will determine how services will continue to be provided, which may include: the student coming to the school to receive services required by his/her IEP, the school providing services to the student at a public center, like a public library, or the school providing services at the student's home.

- f)** Parents whose children transfer to the La Fe Preparatory School will fill out an enrollment questionnaire that asks whether the child received special education services at their past Local Education Agency (LEA). If the student did previously receive special education services, the La Fe Preparatory School will notify the previous Independent School District and request a transfer of all records including the IEP for the child. An ARD Committee will be formed for the child, and they will meet to decide on a temporary special education plan until records from the previous school are provided. Once the IEP is provided, the ARD Committee will review the child's IEP and within thirty days, the child will be permanently placed with an updated IEP that accommodates his/her individual needs.
- g)** The La Fe Preparatory School will have a mandatory summer program for all students who attend the school. The summer program is designed to provide remediation for students, provide opportunities for children to participate in community and service learning, and expose the children to a variety of fine art and athletic activities. Children who receive special education services are at risk of losing critical skills when services are discontinued for certain lengths of time. Each individual child will be reviewed by their ARD Committee to determine if the child will lose critical skills during school vacations. If the ARD Committee concludes that the child receive services during extended school vacations, then Extended Year Services (EYS) will be provided as indicated in the IEP. The Special Education Specialist employed by the school will coordinate special education services for the child. Children will be able to receive individual special education services required during the summer program as identified in their IEPs to maintain goals and objectives as specified in EYS. If a child requires special education services during the winter vacation, during the vacation before and after the summer program, the special education specialist will coordinate all programs and contracted specialists as necessary.
- h)** The board of directors of the La Fe Community Development will ensure that a handbook be created to publish the procedures concerning dyslexia and the school's

plan to identify and accommodate students with dyslexia. The school will aim to assure identification procedures follow state regulations, appropriately serve the needs of all students who display the characteristics of dyslexia, promote parental involvement, and maintain documentation of students with dyslexia.

Students in Kindergarten, 1st and 2nd grade will be administered an early reading instrument to assess the students' reading development and comprehension. If the results from such assessments indicate that a child is at risk for dyslexia or other reading difficulties, the parents will be notified and a meeting will take place to discuss the situation. La Fe Preparatory School will then implement an accelerated reading program that addresses the individual child's reading difficulty in attempts that the child will progress to grade level. If a student, in any grade level, continues to struggle with reading, writing, or spelling, the child will be referred to an Early Intervention Committee to decide whether the child should be administered a dyslexia assessment. If the student qualifies, appropriate services for the child will be implemented. A 504 Committee, composed of the classroom teacher, the Special Education Specialist, a person trained in dyslexia instruction, and ideally the student's parents, will be formed to review services and monitor the student's progress on a yearly basis. Parents will be encouraged to participate in a training program about dyslexia so they understand how to best assist their child with their learning difficulty.

- i) La Fe Preparatory School will provide free appropriate education for children who qualify for Section 504. If a student needs or is suspected of needing 504 services, he/she will be evaluated by a trained professional. A team of teachers, parents/guardians, and the Special Education Specialist will develop an accommodation plan for that student. The child will remain in the regular classroom unless circumstances require the student to be removed for certain remedial instruction such as tutoring. Students who qualify for Section 504 will be reevaluated at least every three years or before any significant change in placement. Children who qualify for Section 504 will have equal access to counseling, physical education and athletics, transportation, health services, recreational activities, special interest groups or clubs, referrals to other agencies, and employment.

11. Business Plan

Financial History of Sponsoring Entity

- a) The La Fe Community Development Corporation was created two years ago by Centro de Salud Familiar La Fe, Inc. As such, Centro de Salud Familiar La Fe, Inc. is dedicated to financially supporting the La Fe CDC when possible. Housing developments that are now controlled by the La Fe CDC were funded by Centro de Salud Familiar La Fe, Inc.

Centro de Salud Familiar La Fe, Inc. was awarded a charter school planning grant from National Council of La Raza in May of 2005 for an amount of \$50,000. At the

time, Centro de Salud Familiar La Fe, Inc. intended to be the sponsoring entity of the La Fe Preparatory School. Centro de Salud Familiar La Fe released the development of the La Fe Preparatory School to the La Fe Community Development Corporation. As a result, Centro de Salud Familiar La Fe, Inc. transferred the \$50,000 to the La Fe Community Development Corporation. In addition, Centro de Salud Familiar La Fe, Inc. contributed \$500,000 as a forgivable loan to the La Fe CDC for the operating costs of the La Fe Preparatory School.

- b) The current assets consist of money in the bank totaling \$618,075. In addition, the La Fe Community Development Corporation has \$103,075 in assets from housing rental fees from existing housing developments. The La Fe CDC received \$50,000 in grant funding for the continuation of planning for the proposed charter school from National Council of La Raza for a grant, \$15,000 of which remains.
- c) The La Fe CDC has a long term liability amount of \$500,000 from Centro de Salud Familiar La Fe, Inc. that is a forgivable loan. This loan will remain in the books for at least 10 years and its condition is stipulated that the proposed charter school will remain open for 10 years and in that condition the loan will be forgiven.
- d) There are no liens, litigations and/or sanctions against the La Fe Community Development Corporation.
- e) The La Fe Community Development Corporation does not have any existing charter schools.
- f) See **Attachment I**
 - Notarized acknowledgement signed by Chief Executive Officer, Salvador Balcorta, and Chief Financial Officer, Lucy Rodarte, attesting the accuracy and completeness of the information
 - Unaudited Statement of Financial Position
 - Unaudited statement of operations
 - Unaudited statement of changes in net assets
 - Unaudited statement of cash flows
- g) A credit report of the La Community Development Corporation is not available because the organization has not, to this date, opened any lines of credit. **Attachment J** provides a letter from Chase Bank recognizing the financial stability of the La Fe Community Development Corporation.
- h) See **Attachment K**, a copy of the most recently files Internal Revenue Service Form 990
- i) The La Fe Community Development Corporation is currently engaged in the following projects:

- **Financial Self-Reliance Program:** Financial literacy classes for La Fe employees to include homeownership classes, paying down debt, savings accounts, and other personal financial issues. Financial literacy classes will be available to parents of children who attend La Fe Preparatory School.
 - **Community Planning & Research:** Ongoing research and surveying of south El Paso; this research will help the La Fe Preparatory School integrate the community and their needs with the school.
 - **Durango Apartments:** Rehabilitation of multi-family housing units for low-income elderly residents. This program will not be associated with the La Fe Preparatory School.
 - **Charles St. Housing:** Construction of two single family attached housing units for low-income families. This program will not be associated with the La Fe Preparatory School.
 - **Las Casitas de La Fe:** A three unit multi-family apartment development for low-income residents. This program will not be associated with the La Fe Preparatory School.
 - **Pueblo de La Fe:** Large subdivision that will include 60 single family housing units for homeownership, recreation/open space, a La Fe health clinic and community center. This program will not be associated with the La Fe Preparatory School.
- j) The La Fe Community Development Corporation is planning to develop several non-charter programs that will be associated with the charter school. The future projects and their relation to the charter school are described below.
- **Adult Career Center:** The Adult Career Center will provide an opportunity for adults to further their education so that they are able to get higher paying jobs. The Adult Career Center will provide GED classes, El Paso Community College classes via Distance Learning, on-site job training, and an array of counseling on applications, interviews, and job opportunities. The Adult Career Center will focus its attention on serving parents in the charter school. The Adult Career Center will address the needs of those parents at the school who, for different circumstances, are unable to continue their education and encounter difficulty finding a stable, well paying job.
 - **La Fe Childhood Development Center:** The La Fe Childhood Development Center will primarily serve the siblings of children who attend the La Fe Preparatory School, children of parents who are utilizing the Adult Career Center, and children of teachers/staff at the school. The La Fe Childhood Development Center will be an affordable child care service that will support the retention and completion of education/training program of parents affiliated with the La Fe Preparatory School and the Adult Career Center.
 - **Commercial Kitchen Incubator/Mercado:** The Commercial Kitchen Incubator (CKI) is a small business development concept utilizing food production services. The CKI consist of commercial kitchen equipment and licensed facilities for small businesses to use to produce various food products and services. The Mercado will serve as the retail component of the project. In combination, both projects will

create a destination to and a focal point of south El Paso thus creating a critical mass of consumers. Moreover, a healthy lifestyle is vital to the personal health of residents and the overall health of the community. It is imperative to address the rise in diabetes, high blood pressure, and heart disease in the Latino community. A first-step is to provide a healthy alternative to residents that includes healthy food preparation and nutrition classes, all of which will be provide at the CKI/Mercado/Cafe. The commercial kitchen will supply and cater breakfast and lunch to the students at the La Fe Preparatory School. In addition, the commercial kitchen provides a facility for the students to use when they are participating in cooking/nutrition projects as a class.

- **Affordable & Market Rate Housing:** For many years, community development organizations across the country have built affordable housing units with, arguably, very little success. A new focus will be building both affordable housing and market rate housing. Housing projects will include a combination of affordable and market rate housing utilizing New Urbanism principles. A larger percentage of housing units should be dedicated for market rate. The affordable housing can be subsidized with government funding while the market rate housing can be done through general financing mechanisms. Moreover, the affordable housing will provide a social service, while the market rate housing can generate a profit for the organization. This project will create an opportunity for parents, teachers, and community members to live near one another and near the school.
- k) The La Fe Community Development Corporation is working on the development of several projects; however, the exact physical location of the projects has yet to be decided. The Family Learning Center, which includes the Adult Career Center and Childhood Development Center, will be located as adjacent to the La Fe Preparatory School. The Fe Community Development Corporation will maintain separate financial and administrative records for all the different projects. Each project will have an independent operating budget. The La Fe Preparatory School will have an independent payroll system, and with the exception of the Director of Educational Development (as is described in Section 5d), the La Fe Preparatory School will independently hire personnel and manage administrative needs.

Start Up of Charter School Operations.

- l) Centro de Salud Familiar La Fe, Inc. was awarded a charter school planning grant from National Council of La Raza in May of 2005 for an amount of \$50,000. At the time, Centro de Salud Familiar La Fe, Inc. intended to be the sponsoring entity of the La Fe Preparatory School. Since then, Centro de Salud Familiar La Fe released the development of the La Fe Preparatory School to the La Fe Community Development Corporation. As a result, Centro de Salud Familiar La Fe, Inc. transferred the \$50,000 to the La Fe Community Development Corporation.

The La Fe CDC received a forgivable loan from Centro de Salud Familiar La Fe for the amount of \$500,000 for the development of the La Fe Preparatory School. The money will be used for initial startup costs.

The La Fe Charter School expects to receive approximately \$300,000 over three years for federal start-up funds.

m) See **Attachment L**

- Letter of Contribution from Centro de Salud Familiar La Fe, Inc. for the amount of \$106,725.
- Letter of grant award from National Council of La Raza for the amount of \$50,000.
- Loan agreement from Centro de Salud Familiar La Fe, Inc. for the \$500,000 forgivable loan.
- Letter indicating that Centro de Salud Familiar La Fe, Inc. will donate the value of the rent on the property for the school (\$21,840 per year).

n) The Director of Educational Development will collaborate with the Principal, PEIMS Coordinator, and the treasurer of the governing body of the charter school to adopt the annual budget. The proposed annual budget will be presented to the Board of Directors of the La Community Development Corporation for approval at the Board meeting that will take place each summer. The proposed budget will follow general accounting principles and rules set forward by the State Board of Education. The budget will provide a detailed list of expenditures and revenues.

o) See **Attachment M**, Start-up budget

p) See **Attachment N**, Budget for First Year of Operation

Management Company and Other Contracted Services

q) The La Fe Preparatory School will have the school's financial accounts annually audited by a certified accountant. The La Fe Preparatory School will cover the expense of the audits, a cost which has been included in the budget. The independent audit must be completed within 120 days of the end of the school's fiscal year (August 31) and must meet the minimum requirements and be prepared in the proper format mandated by the State Board of Education. The audit will be subject to review and comment by the state auditor. The audit should also include an audit of the accuracy of the information reported through Public Education Information Management System (PEIMS).

r) Centro de Salud Familiar La Fe, Inc. will provide all accounting services which will include financial accounting, payroll, and tax accounting support for the La Fe Preparatory School.

s) **Lucy Rodarte-Finance Director**

As a Finance Director Lucy Rodarte provides accounting and financial oversight to ensure that all financial matters involving budgeting, payroll, accounts payable, accounts receivable, and purchasing are accurate, efficient and in accordance with

accounting practices and in compliance with statutory, regulatory, governmental and other funding agencies. Ms. Rodarte has over 16 years in the accounting profession in diverse entities such as public accounting, non-profit accounting and governmental accounting. She has monitored over \$75 million in budgets as well as over \$14 million in contracts. Ms. Rodarte has designed and implemented an entire computer system and developed proper internal controls for auditing purposes. Ms. Rodarte has served as a member of the Board of Directors for a local parochial school for the past three years where she currently holds the position of Chairperson. Lucy Rodarte received a Bachelor degree in Business Administration in Accounting from the University of Texas at El Paso in 1990.

- t) See **Attachment O**, a letter of agreement from Centro de Salud Familiar La Fe, Inc. outlining the terms negotiated to date of the negotiated service agreement with the La Fe Community Development Corporation.
- u) The La Fe Preparatory School will adopt the provisions of Texas Education Code, Chapter 44, Subchapter B, as the process for awarding a contract for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property.

Financial Accounting

- v) The La Fe Preparatory School will purchase and use the financial accounting software RSCCC. RSCCC was developed specifically for school districts and is compatible with all PEIMS reporting required. RSCCC is capable of handling business applications to address accounts receivable, asset management, the budget, finances, human resources, and requisitions. Further details are provided below:

Accounts Receivable

- Automatic invoice generation and maintenance
- Interface with general ledger
- Tracking of billing records, including customer information, invoice information, printed invoices, inquiry by invoice and customer, credit and debit memos, record of full and partial payments, printed customer notices, statements, and aging information.

Asset Management

- Automatic item numbering
- District-defined table entries for property class and depreciation convention
- GASB 34 compliancy including depreciation book maintenance, depreciation calculations of prior years depreciation
- Tracking of manufacturer item information such as vendor name, manufacturer stock number, manufacturer make and model, an warranty information

Budget

- Ability to copy funds to historical file at year-end

- Ability to lock down funds or individual accounts
- Achieving of multiple years of budget accounts and amounts
- Campus/Departmental entry of budget requests

Finance

- Comprehensive general ledger system
- Archiving of multiple years of general ledger accounts and transactions
- Complete budget amendment system
- Vendor data system
- Automatic assigning of vendor and cash receipt numbers
- District-defined bank account groups, cash objects, and investment objects
- Bank reconciliation
- Real-time multi-year/multi month processing
- Complete interface from Human Resources Payroll

Human Resources

- Automatic assigning of employee Ids
- Individual employee history
- Employee education/certification
- Support of multiple job assignments
- State and district salary tables
- EFT/direct deposit
- Deduction check processing
- Creation, archiving, and printing of teacher service records
- Full accruals
- Employee payroll simulation
- Mass update and mass delete utilities
- Bank reconciliation

Requisition

- District-defined requisition processing options
- Creation and approval of requisitions
- Complete purchase order system
- Interface to Finance
- Reprinting of purchase orders
- Posting of receipt of purchase orders
- Next year requisition posting
- Mass purchase order reversal
- Mass deletion of requisitions

Student Attendance Accounting

- w) The La Fe Preparatory School will purchase and use the student attendance accounting software RSCCC. RSCCC was developed specifically for school districts

and is compatible with all PEIMS reporting required. RSCCC is capable of handling Student Applications to address attendance, discipline, grade reporting, registration, scheduling, special education, and student health assessment, record, and evaluations. Further details are provided below:

Attendance

- Attendance import from grade book systems
- Excessive absence tracking
- Multi-course period attendance
- Perfect attendance tracking
- Period-by-period attendance posting
- Period patterns
- Single class period posting
- User-defined absence reason codes
- Period patterns

Discipline

- Deletion of discipline records for a specific school year
- Digital photos saved in the database for evidence
- Mass assignment of incident numbers
- Referral system management
- Staff response management
- Student behavior management

Grade Reporting

- Blank/incomplete/failing grade tracking
- Complete credit awarding
- Grade averaging history
- Individual group/course changes
- Interface to various grade book systems
- Manual master schedule build
- User-defined grade averaging/weighting

Registration

- Assignment of next year campus number
- Exporting/importing of district/campus data
- Mass reset of specific student information
- Move to Grade Reporting
- Prior social security number update for PEIMS
- Retrieval of students from directory
- Student enrollment in special programs
- Student/scheduling transfers

Scheduling

The section of the application titled *Facility Management* on pages 86 and 87 should be deleted and replaced with the below information as the location of the school has changed.

- x) The school will be located at 616 E Father Rahm in an existing school building, Roosevelt Elementary, which is owned by the El Paso Independent School District (EPISD). The building will no longer be in use after the 2006-2007 school year, and the La Fe Community Development Corporation is in the process of negotiating a lease with EPISD. The site is an ideal location for the school because it is located in the Segundo Barrio, directly across from Centro de Salud Familiar La Fe's Child and Adolescent Wellness Center, next to a city park, and city community center that has a basketball court and pool. It is a central location for all students within the geographic boundary, and the students living in the Segundo Barrio can all access the school by walking. The school is also a short distance from many of El Paso's top attractions such as the Plaza Theatre, the El Paso Museum of Art, the Convention Center, Insights Museum (an interactive Science Museum), the public library, the El Paso History Museum, and a multitude of historic buildings designed.
- y) The school facility is currently being used as an elementary school by the El Paso Independent School District and meets the requirements of ADA and any other state or city agencies mandates to accommodate disabled persons.
- z) The school building that is being leased is in good condition and will be ready for use in August 2007. There are no repairs or renovations necessary for compliance.
- aa) There are no current plans or discussions for acquiring purchasing land or a facility.
- bb) At this time, no lease has been negotiated. The La Fe CDC is in the process of acquiring a lease and it should be available by February 1, 2007.
- cc) Amy O'Rourke is negotiating the lease agreement with Lorenzo Garcia, Superintendent of the El Paso Independent School District, for the use of "Roosevelt Elementary School" facility. There are no relationships or business affiliations between Amy O'Rourke and Superintendent Lorenzo Garcia.
- dd) The La Fe Community Development Corporation's Childhood Development Center (still in the planning phase) and Adult Career Center (still in the planning phase) will be sharing the facility. The La Fe Preparatory School will only be paying for the amount of space used specifically for the school. The other two entities will be contributing for the space used for their programs.

**REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.**

- An efficient scheduler that processes quickly and produces the best possible student schedules
- Scanning or manual entry of student schedules
- SOLSTAR Resources Allocator (a Master Schedule Builder) or MSALGO that provides information through charts for building sections
- Use of section restrictions to limit or group specific populations

Special Education

- Communication of Individualized Education Programs to parents
- Compliance verification
- Current year/next year data capability
- Recording of special education transportation
- Student profiling

Student Health Assessment, Records, and Evaluation

- Coordination of immunization schedules
- Coordination of screening processes
- Emergency management
- Facilitating of physical exam procedures
- Immunization verification
- Provisional enrollment management
- Referral process coordination
- Screening problem management
- Streamline of parent information

Facility Management

- x) The school will be located at 900 Myrtle Street, near downtown El Paso. Centro de Salud Familiar La Fe, Inc. owns the land and will lease it to the La Fe CDC. If the State Board of Education approves the proposed charter school, the La Fe CDC will begin construction immediately so that the facility will be ready for operation in the Fall 2007. The site is an ideal location for the school because it is a central location for all students within the geographic boundary. The school is also a short walk from many of El Paso's top attractions such as the Plaza Theatre, the El Paso Museum of Art, the Convention Center, Insights Museum (an interactive Science Museum), the public library, the El Paso History Museum, and a multitude of historic buildings designed. The school will be situated between Myrtle and Magoffin, two very quiet streets with little traffic. The construction of a new elementary school will produce a facility that the children, parents, and school staff take pride in.
- y) The La Fe Community Development Corporation will ensure that the school facility will be constructed to meet the requirements of ADA and any other state or city agencies mandates to accommodate disabled persons.

- z) The La Fe Community Development Corporation will be constructing a school facility for the La Fe Preparatory School. Construction will be in compliance with all occupancy codes and other requirements set forth by the City of El Paso. Construction of the school facility is estimated to cost \$5 million dollars.
- aa) As soon as the La Fe Community Development Corporation is notified that the La Fe Preparatory School is an approved open-enrollment charter school, construction of the school facility will begin. In the interim, the La Fe CDC will begin working with architects to design the site plan for the school and begin raising the funds to pay for construction.
- bb) See **Attachment P**, a copy of the negotiated lease agreement for the property that the school will be located, 900 Myrtle, El Paso, TX 79901.
- cc) Centro de Salud Familiar La Fe, Inc owns the land that the La Fe CDC will use to build the proposed La Fe Preparatory School. Salvador Balcorta is the CEO/President of both Centro de Salud Familiar La Fe, Inc. and the La Fe CDC. The Board of Directors of Centro de Salud Familiar La Fe, Inc. approved Balcorta's motion to lease the land to the La Fe CDC at a market rate of \$21,840 per year; however, this would be an in-kind donation and would therefore be at no charge to the La Fe CDC.
- dd) At the present time, no other organizations or individuals will be using the facility; however, the La Fe Preparatory School will seek out relationships with community organizations who would benefit from having access to the facility so that it will be utilized to the maximum extent.

Transportation and Food Service

- ee) The La Fe Preparatory School will not provide transportation for its students. Families will be responsible for their own transportation, whether by walking, public transportation, carpooling, or personal vehicles. The school will encourage and help organize carpools. If a student's ARD Committee determines that the student requires transportation, the school will hire a private school bus whose driver is aware of the student's conditions described in his/her IEP.
- ff) The La Fe Preparatory School will provide free breakfast, lunch, and an afternoon snack for all its students. The La Fe Community Development Corporation is currently in the planning stages of developing a commercial kitchen. The intent being that those utilizing the commercial kitchen would prepare the meals for the students. If this project is not finished by the start of the school, a food service provider will be hired to cater breakfast and lunch to the school. Whether the school contracts through the La Fe CDC Commercial Kitchen or through an alternate food service company, all federal, state, and local health requirements will be met.

12. Attachments

Attachment A: Biographical Affidavits are provided for the following people:

Salvador Balcorta, CEO/President of the Board, La Fe Community Development Corporation & governing board of the La Fe Preparatory School.

Robert Gonzales-governing board of La Fe CDC

Juan Flores- governing board of La Fe CDC

Dr. Elena Izquierdo- governing board of La Fe CDC

Veronica Rosales- governing board of La Fe CDC

Jorge Rodriguez- governing board of La Fe CDC

Tracy Yellen- governing board of the La Fe Preparatory School

Agustin Montes- governing board of the La Fe Preparatory School

Juan Contreras- governing board of the La Fe Preparatory School

Amy O'Rourke, Director of Educational Development, La Fe Community Development Corporation

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

- ☒ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012.

Full Name of Sponsoring Entity: La Fe Community Development Corporation

Full Name of Proposed Charter School: La Fe Preparatory School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Salvador Balcorta

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: 1221 E. Yandell El Paso, TX 79902

4. Current home telephone number: (915) 532-6708

5. Education: Dates, Names, Locations and Degrees

College: University of Texas at Austin

Graduate Studies: Masters of Science in Social Work Dec. 21, 1985

Others: Bachelors of Arts in Social Work - University of Texas at El Paso Dec. 19, 1980

6. List membership(s) in professional societies and associations:

National Association of Social Work
American Public Health Association

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
09/92	Centro de Salud Familiar La Fe, Inc.	608 S. St. Vrain El Paso, TX 79901	Chief Executive Officer

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

Vecindad L.L.C.

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
1998-2002	Paso Del Norte Academy	711 N. Mesa El Paso, TX 79902	Advisory Board

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

Licensed in Masters of Social Work, 11/30/1988
State Board of Social Work Examiners

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

No

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

No

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

No

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

No

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

No

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

No

Dated and signed this 7th day of February, 2006.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

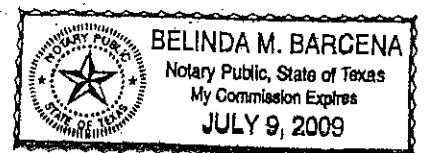
On this day, Salvador Palencia (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 7th day of February, 2006.

Belinda M. Bercena
(Notary Public)

(SEAL)

My commission expires 7-9-09



*The online version of this form is located at <http://www.tea.state.tx.us/charter/rfas/rfascharter.htm>. (Click here to access.) This file requires you to have an Adobe reader. Download a free reader at <http://www.adobe.com/products/acrobat/readstep2.html>.

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☐ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: La Fe Community Development Corporation

Full Name of Proposed Charter School: La Fe Preparatory School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Robert Gonzales

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: 3724 Breckenridge El Paso, TX 79936

4. Current home telephone number: (915) 591-0250

5. Education: Dates, Names, Locations and Degrees

College: University of Texas at El Paso - Bachelors of Business Administration -1978

Graduate Studies:

Others:

6. List membership(s) in professional societies and associations:

None

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
09/03 Present	Centro de Salud Familiar La Fe, Inc.	608 S. St. Vrain	CFO
10/99 - 8/03	Big Bear Oil Co	1025 Wall Rd.	General Manager
4/94 - 09/99	Centro de Salud Familiar La Fe, Inc.	608 S. St. Vrain	CFO

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
None			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

None

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

No

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. . Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

No

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

No

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

No

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

No

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

No

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

No

Dated and signed this 9th day of February, 2006.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

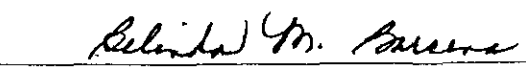

(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

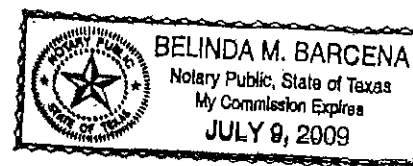
On this day, Robert Gonzalez (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 9th day of February, 2006.


(Notary Public)

(SEAL)

My commission expires 7-9-09



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Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
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Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☐ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: **La Fe Community Development Corporation**

Full Name of Proposed Charter School: **La Fe Preparatory School**

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): **Juan Hernandez Flores**

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: **925 Country Meadow, San Antonio, Texas 78253**

4. Current home telephone number: **210-679-6719**

5. Education: Dates, Names, Locations and Degrees

College: **May 1973, Southwest Texas State University, BS Health Education**

Graduate Studies: **June 1975, University of Washington, Masters Urban Planning**

Others: **1 Year Doctorial Level, UT School of Public Health**

6. List membership(s) in professional societies and associations:

American Public Health Association

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1/1/06-Present	La Fe Health Policy & Advocacy Center	1327 Guadalupe Street San Antonio 78207	Executive Director
9/1/04-12/31/05	Centro de Salud Familia La Fe	608 S. St. Vrain El Paso 79901	Chief Administrative Officer
1/1/98-8/30/04	Atascosa Health Center	310 W Oaklawn Pleasanton 78064	Chief Executive Officer
5/1/95-12/31/97	Centro de Salud Familia La Fe	608 S. St. Vrain El Paso 79901	Chief Operations Officer

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
None			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

None

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. [Enter \$ Amount]. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

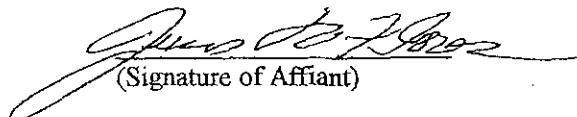
16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 7th day of FEBRUARY, 200 6
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

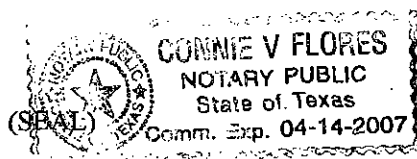

(Signature of Affiant)

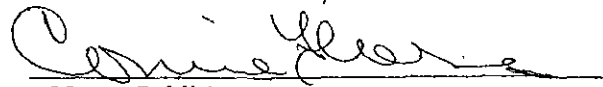
VERIFICATION

State of TEXAS
County of BEPAR

On this day, FEB. 7, 2006 (JUAN H. FLORES) (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 7th day of FEBRUARY, 200 6.




(Notary Public)

My commission expires 4-14-07

*The online version of this form is located at <http://www.tea.state.tx.us/charter/rfas/rfascharter.htm>. (Click here to access.) This file requires you to have an Adobe reader. Download a free reader at <http://www.adobe.com/products/acrobat/readstep2.html>.

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
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Check all that apply:

- ☒ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☒ Member of the governing body of the charter school

☐ School officer: _____
State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: LA FE COMMUNITY DEVELOPMENT CORPORATION

Full Name of Proposed Charter School: LA FE PREPARATORY SCHOOL

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): DR/ ELENA IZQUIERDO

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change: N/A

Maiden Name (if female): IZQUIERDO

Other names used at any time: N/A

3. Current home address: 2011 N. KANSAS ST.

4. Current home telephone number: 915 532-2929

5. Education: Dates, Names, Locations and Degrees

College: PH.D. GEORGETOWN UNIVERSITY, WASHINGTON, 1995;

Graduate Studies: APPLIED LINGUISTICS/BILINGUAL/ESL EDUCATION

Others: MA LINGUISTICS, UNIVERSITY OF TEXAS AT EL PASO

6. List membership(s) in professional societies and associations:

NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION (NABE) EXECUTIVE BOARD MEMBER, 2006; TEXAS ASSOCIATION FOR BILINGUAL EDUCATION (TABE, VICE PRESIDENT 2006; TASA, TEXAS ASSOCIATION FOR SCHOOL ADMINISTRATORS, 2006

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1995- Present	UT El Paso	500 W. University Ave. El Paso, TX	Chair of Teacher Education and Associate Professor
1990-1995	Director, Language Minority Affairs,	Washington D.C.	
1987-1990	Principal, Oyster Two Way School,	Washington, D.C.	
1986-87	Ast. Principal, Adams ES,	Washington, D.C.	

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

NA

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
NA			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
NA			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

NA

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. [Enter \$ Amount]. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:


17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 14th day of February, 2006.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.



(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

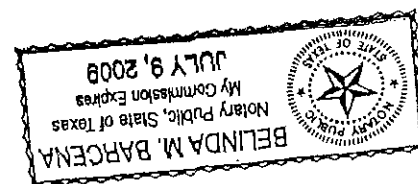
On this day, Elena B. Guinda (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 14th day of February, 2006.


(Notary Public)

My commission expires 7-9-09

(SEAL)



Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

☒ Member of the governing body of the sponsoring entity

It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☐ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: **La Fe Community Development Corporation**

Full Name of Proposed Charter School: **La Fe Preparatory School**

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): **Verónica Rosales**

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: **3012 Mobile Avenue, El Paso, TX 79930**

4. Current home telephone number: **915-566-0048**

5. Education: Dates, Names, Locations and Degrees

College: **Class of 1994, Harvard-Radcliffe Colleges, Cambridge, MA - B.A. in Government**

Graduate Studies: **Class of 1997, Woodrow Wilson School for Public and International Affairs at Princeton University, Princeton, NJ - Masters in Public Affairs and Urban and Regional Planning**

Others: **2004 to 2005, University of Miami School of Architecture, Coral Gables, FL - Knight Fellowship and Certification as Charrette Planner**

6. List membership(s) in professional societies and associations:

American Planning Association; American Institute of Certified Planners, Congress for the New Urbanism

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
Nov 2005 to present	City of Sunland Park-Community Development	1000 McNutt Road, Sunland Park, NM	Director
Aug 2001 to Nov 2005	City of El Paso-Planning	2 Civic Center Plaza, El Paso TX	Chief Urban Planner
Aug 2000 to Aug 2001	City of El Paso-Planning	2 Civic Center Plaza, El Paso, TX	Planner III
Aug 1997 to Aug 2000	City of El Paso-Planning	2 Civic Center Plaza, El Paso TX	Redevelopment Coordinator
Jan 1997 to May 1997	Buckhurst, Fish & Jacquemart	57 Fifth Ave, New York, NY	Planning Intern
Sept. 1996 to Aug 1997	Princeton University	Princeton, NJ	Resident Advisor & Teaching Assistant
Sept 1995 to Sept 1996	City of New York-Housing Preservation	100 Gold Street, NYC, NY	Project Manager

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

Not applicable

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
None			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

American Institute of Certified Planners, 1999 to present

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

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16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 9th day of February, 2006
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Veronica Rosales
(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

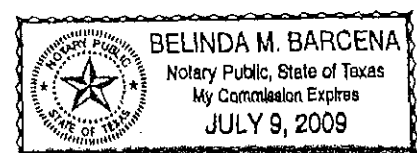
On this day, Veronica Rosales (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 9th day of February, 2006.

Belinda M. Barcena
(Notary Public)

(SEAL)

My commission expires 7-9-09



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☐ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: La Fe Community Development Corporation

Full Name of Proposed Charter School: La Fe Preparatory School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Jorge Rodriguez

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: 11757 Tony Tejada

4. Current home telephone number: 915-590-3246

5. Education: Dates, Names, Locations and Degrees

College: University of Texas at El Paso, Accounting, 1997

Graduate Studies:

Others:

6. List membership(s) in professional societies and associations:

Texas Association of Assessing Officers

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1986-Present 79902	Property Tax Associates, Inc.	1801 Wyoming, El Paso, TX	Vice-President

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
None			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

Texas Property Tax Consultant, Texas Dept. of Licensing, 10-23-05

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. [Enter \$ Amount]. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 8th day of February, 2006.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Jorge Rodriguez
(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

On this day, Jorge Rodriguez (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 8th day of February, 2006.

Rosa I. Santos
(Notary Public)

My commission expires 1-15-07



ROSA I. SANTOS
Notary Public, State of Texas
My Commission Expires
Jan. 15, 2007

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☐ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.
- ☒ Member of the governing body of the charter school
- ☐ School officer: _____

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: La Fe Community Development Corporation

Full Name of Proposed Charter School: La Fe Preparatory School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Tracy Jo Yellen
2. Have you ever had your name changed or used another name? ☒ Yes ☐ No If yes, give reason for the change: marriage
Maiden Name (if female): Williams
Other names used at any time: _____
3. Current home address: 925 McKelligon Drive El Paso, Texas 79902
4. Current home telephone number: 915-542-0449
5. Education: Dates, Names, Locations and Degrees
College: The Johns Hopkins University, Baltimore, MD, Bachelor of Arts, 1998-1992
Graduate Studies: University of Texas at El Paso, El Paso, TX, Masters in Public Administration, 1993-1996
Others: _____
6. List membership(s) in professional societies and associations:
Member, Board of Directors, YWCA El Paso del Norte Region
Member, Board of Directors, Women's Fund of El Paso, Inc.
Member, Paso del Norte Group
Member, The Kern Place Association, Inc.
Member, UTEP Redounders Club
Member, City of El Paso Building and Zoning Advisory Committee

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
1/06 - Present.	MJD & Associates, Inc.	4276 Canterbury Drive El Paso, Texas 79902.	Managing Partner.
10/03 - 12/05.	World YWCA.	16 Ancienne Route 1218 Grand Saconnex, Geneva, Switzerland.	Campaign Director.
11/97 - 10/03.	YWCA El Paso Del Norte Region.	1918 Texas Avenue El Paso, Texas 79902.	Development Director.
5/05 - 10/97.	Border Environment Cooperation Commission.	Avenida Tomas Fernandez, Cd. Juarez, Chihuahua.	Public Outreach Director.
9/92 - 5/95.	Texas Natural Resource Conversation Commission.	7500 Viscount, El Paso, Texas 79925.	Program Coordinator.

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

MJD & Associates, Inc.

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
Not applicable.			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
Not applicable.			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

Not applicable.

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 25 day of January, 2006.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Tracy Yellen
(Signature of Affiant)

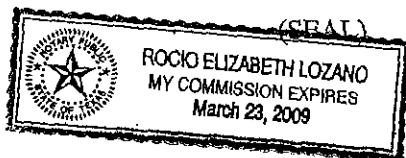
VERIFICATION

State of Texas
County of El Paso

On this day, Tracy Yellen (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 25th day of January, 2006.

Rocio Elizabeth Lozano
(Notary Public)



My commission expires March 23, 2009.

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

☐ Member of the governing body of the sponsoring entity

It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☒ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: La Fe Community Development Corporation

Full Name of Proposed Charter School: La Fe Preparatory School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Agustin Montes II

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: 4005 Santa Ana, El Paso, Texas 79902

4. Current home telephone number: (915)544-8794

5. Education: Dates, Names, Locations and Degrees

College: University of Texas at El Paso; BBA 05/99

Graduate Studies: Finance

Others:

6. List membership(s) in professional societies and associations:

None

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
02/99-Present	Chase Bank	201 Main, El Paso, TX 79902	Banker

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
None			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
None			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

None

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. . Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

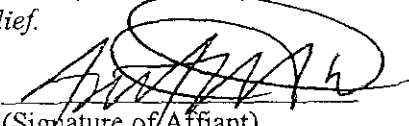
16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 8th day of February, 2006.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

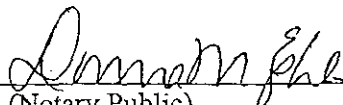

(Signature of Affiant)

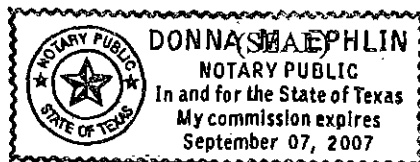
VERIFICATION

State of TEXAS
County of EL PASO

On this day, 8th Augustin Montes Jr (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 8th day of February, 2006.


(Notary Public)



My commission expires _____

*The online version of this form is located at <http://www.tea.state.tx.us/charter/rfas/rfascharter.htm>. (Click here to access.) This file requires you to have an Adobe reader. Download a free reader at <http://www.adobe.com/products/acrobat/readstep2.html>.

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☐ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☒ Member of the governing body of the charter school

☐ School officer:

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: Centro de Salud Familiar La Fe

Full Name of Proposed Charter School: La Fe Preparatory School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): Juan Alberto Contreras

2. Have you ever had your name changed or used another name? ☐ Yes ☒ No If yes, give

reason for the change:

Maiden Name (if female):

Other names used at any time:

3. Current home address: 704 Thames Dr.; El Paso Texas; 79907

4. Current home telephone number: 915-858-4917

5. Education: Dates, Names, Locations and Degrees

College: December 22, 1972, University of Texas at El Paso, El Paso, Texas, Bachelor of Science in Education.

Graduate Studies: August 3, 1990, University of Texas at El Paso, El Paso, Texas, Master of Education.

Others: July 7, 1997, New Mexico State University, Las Cruces, New Mexico, Instructional Leader.
July 1, 1998, New Mexico State University, Las Cruces, New Mexico, Administrative.

6. List membership(s) in professional societies and associations:

Texas State Teachers Association

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
March 24, 2004-Present	Ysleta ISD - Plato Academy	9600 Sims Drive El Paso, Texas 79907,	Principal.
July 7, 2003 - March 23, 2004,	Ysleta ISD - 9600 Sims Drive,	El Paso, Texas 79907,	Bilingual Education Support Specialist (ESL)
July 18, 2002 - June 13, 2003,	Ysleta ISD Riverside Middle School,	9600 Sims Dr., El Paso, Texas,	Assistant Principal.
July 27, 1998 - July 17, 2002,	Ysleta ISD Rio Bravo Middle School,	9600 Sims Dr., El Paso, Texas,	Assistant Principal.
January 16, 1996 - July 26, 1998,	Ysleta ISD, Bilingual Education,	9600 Sims Dr., El Paso, Texas,	Change Agent.

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

--

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

<p>Texas Teacher Certificate Secondary (Grades 7-12), 12/1/72, Texas Education Agency, Expires: Life.</p> <p>Mid-Management Administrator (Grades PK-12,) 8/4/98, Texas State Board for Educator Certification, Expires: Life.</p> <p>Instructional leader (Grades K-12), 7/1/97, New Mexico State Board of Education, Expires: 8/30/06.</p> <p>Administrative (Grades K-12), 7/1/98, New Mexico State Board of Education, Expires: 6/30/07.</p>
--

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☐ Yes ☒ No If so, please state the compensation you expect to receive. Enter \$ Amount. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 9th day of February, 2006.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Juan A. Contreras
(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

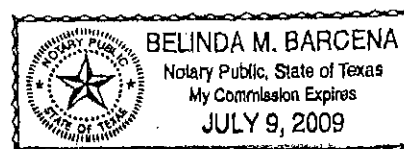
On this day, Juan A. Contreras (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 9th day of February, 2006.

Belinda M. Barcena
(Notary Public)

(SEAL)

My commission expires 7-9-09



*The online version of this form is located at <http://www.tea.state.tx.us/charter/rfas/rfascharter.htm>. (Click here to access.) This file requires you to have an Adobe reader. Download a free reader at <http://www.adobe.com/products/acrobat/readstep2.html>.

Twelfth Generation Open-Enrollment Charter Applicant Biographical Affidavit Form
(MUST COMPLETE ONLINE VERSION, PRINT, and NOTARIZE)

Check all that apply:

- ☐ Member of the governing body of the sponsoring entity
It should be understood that a member's resignation may not be effective until a replacement is duly appointed by the board, and a member may be personally liable for any actions taken by the charter holder or charter school even after a resignation has been tendered.

☐ Member of the governing body of the charter school

☒ School officer: **Director of Educational Development**

State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity: **La Fe Community Development Corporation**

Full Name of Proposed Charter School: **La Fe Preparatory School**

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable): **Amy Sanders O'Rourke**

2. Have you ever had your name changed or used another name? ☒ Yes ☐ No If yes, give

reason for the change: **Marriage**

Maiden Name (if female): **Amy Hoover Sanders**

Other names used at any time:

3. Current home address: **1810 East Cliff El Paso, TX 79902**

4. Current home telephone number: **915-497-6754**

5. Education: Dates, Names, Locations and Degrees

College: **2003, Williams College, Williamstown, MA, Bachelor of Arts, Psychology**

Graduate Studies:

Others:

6. List membership(s) in professional societies and associations:

**Member, Paso del Norte Group
Member, Board of Directors, Kids Excel El Paso
Member, Advisory Board, El Paso Symphony Youth Orchestras**

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past ten (10) years:

DATES	EMPLOYER	ADDRESS	POSITION
7/05-Present.	La Fe Community Development Corporation.	520 Ochoa, El Paso, TX 79901.	Director of Educational Development
8/04-5/05.	El Paso Country Day School.	220 E. Cliff, El Paso, TX 79902.	1st/2nd Grade Teacher
8/03-6/04.	Colegio Americano de Guatemala.	11 calle 15-79 Zona 15 Vista Hermosa III Guatemala City, Guatemala.	Kindergarten Teacher
6/01-9/01 & 6/02-9/02.	Sanders Land & Cattle.	600 Camino del Obispo, Lamy, NM 87540.	Summer Ranch-hand.
6/00-9/00.	Security Capital Group.	125 Lincoln Ave, Santa Fe, NM 87501.	Summer Intern.

8. List all businesses or organizations of which you are a partner or in which you have a majority interest.

Not applicable.

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	CHARTER SCHOOL/CHARTER HOLDER	ADDRESS	POSITION
Not applicable.			

10. List all previous experience with any charter school management company:

DATES	MANAGEMENT COMPANY	ADDRESS	POSITION
Not applicable.			

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):

Not applicable.

12. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? ☐ Yes ☒ No If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school? ☒ Yes ☐ No If so, please state the compensation you expect to receive. \$60,000. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

I will not be a member of the governing body of the La Fe Community Development Corporation. Rather, I will be an employee of the organization and will receive health/life insurance, worker's compensation, and unemployment compensation, all of which will total 21.5% of the yearly salary.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school? ☐ Yes ☒ No If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (see definitions in Question 14 above) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school? ☐ Yes ☒ No If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure? ☐ Yes ☒ No If so, give details:

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, give details:

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ Yes ☒ No If so, give details:

Dated and signed this 1st day of February, 2006.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Amy S. O'Keefe
(Signature of Affiant)

VERIFICATION

State of Texas
County of El Paso

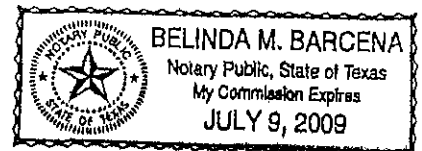
On this day, Amy S. O'Keefe (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 1st day of February, 2006.

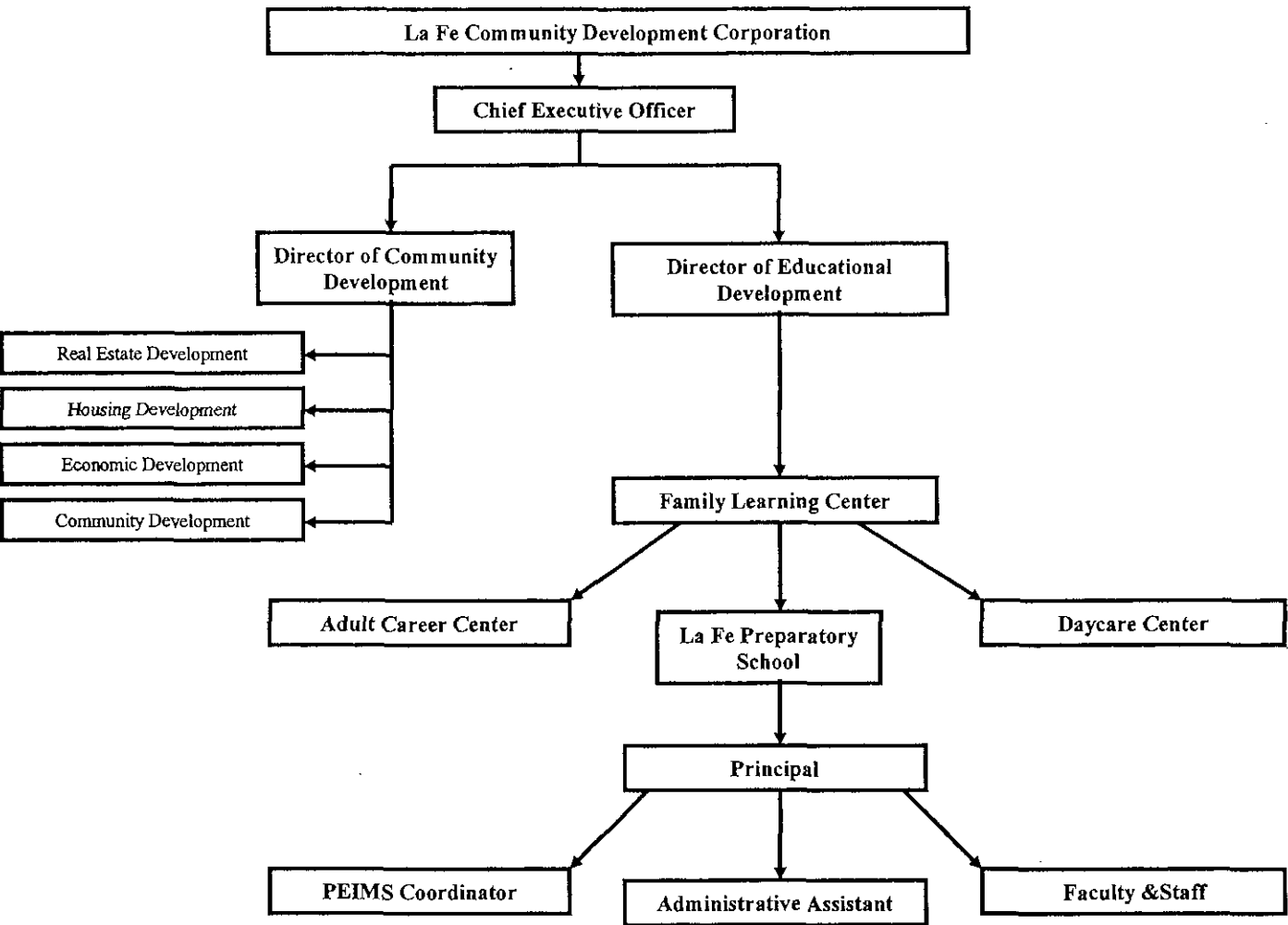
Belinda M. Barcena
(Notary Public)

(SEAL)

My commission expires 7-9-2009



Attachment B: Organizational Chart of the La Community Development Corporation



Attachment C: 501(c)(3) Determination Letter from the IRS

Internal Revenue Service

Date: June 20, 2006

**LA FE COMMUNITY DEVELOPMENT
CORPORATION
608 S ST VRAIN ST
EL PASO TX 79901**

**Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201**

Person to Contact:
Yvette Davis 31-07751
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
74-2991952

Dear Sir or Madam:

This is in response to your request of June 20, 2006, regarding your organization's tax-exempt status.

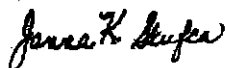
In July 2002 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

Internal Revenue Service
Director, Exempt Organizations

Department of the Treasury
P.O. Box 2508
Cincinnati, OH 45201

Date:

JUL 24 2002

La Fe Community Development
Corporation
C/O Salvador Balcorta
608 S. St. Vrain
El Paso, TX 79901

Employer Identification Number:
74-2991952

Contact Person:
Kevin Kahmann ID# 31081

Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
December 31

Foundation Status:
509(a)(1) & 170(b)(1)(A)(vi)

Advance Ruling Period Begins:
August 17, 2001

Advance Ruling Period Ends:
December 31, 2005

Addendum Applies:

No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined that you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable public support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization so long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

La Fe Community Development Corporation

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination on your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in the loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name and address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

La Fe Community Development Corporation

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return. Because you will be treated as a public charity for return filing purposes during your entire advance ruling period, you should file Form 990 for each year in your advance ruling period that you exceed the \$25,000 filing threshold even if your sources of support do not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is ~~reasonable cause for the delay.~~ However, ~~the maximum penalty charged~~ cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

In your application for exemption you indicated that you may participate in limited partnerships. You have agreed that if a partnership is formed you will submit the partnership agreement in a ruling request for Service approval. We have agreed that subsequent

La Fe Community Development Corporation

partnership agreements modeled on the approved agreement will not be submitted. However, those subsequent agreements will not be regarded as having been ruled on by the Service. Their only protection is implied from their similarity to the agreement subjected to the ruling process.

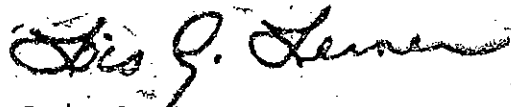
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations

Enclosure:
Form 872-C

Attachment D:

- Original Articles of Incorporation filed with the Texas Secretary of State
- Articles of Amendment to the original Articles of Incorporation.



Office of the Secretary of State

CERTIFICATE OF INCORPORATION OF

La Fe Community Development Corporation
Filing Number: 800007264

The undersigned, as Secretary of State of Texas, hereby certifies that Articles of Incorporation for the above named corporation have been received in this office and have been found to conform to law.

Accordingly, the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law, hereby issues this Certificate of Incorporation.

Issuance of this Certificate of Incorporation does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 08/17/2001

Effective: 08/17/2001



A handwritten signature of Henry Cuellar in dark ink, written over a horizontal line.

Henry Cuellar
Secretary of State

ARTICLES OF INCORPORATION

OF

La Fe Community Development Corporation

The undersigned, for the purposes of forming a nonprofit corporation under the provisions of the Texas Nonprofit Corporation Act, article 1396-3.02, August 10, 2000 adopts the following Articles of Incorporation for such corporation.

ARTICLE I.

Name

The name of the corporation (hereinafter referred to as the "Corporation") is

La Fe Community Development Corporation

ARTICLE II.

Duration

The Corporation shall have perpetual existence.

ARTICLE III.

Purpose

This Corporation is organized for charitable, educational and scientific purposes as defined under Section 501(c)(3) of the Internal Code of 1986, as amended, including but not limited to, providing affordable housing, housing counseling, community and economic development and opportunities for families and individuals, and to participate in such activities as may be expected to provide capital or other benefits in furtherance of the above mentioned activities.

ARTICLE IV

Restrictions

(a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its directors, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and property. Notwithstanding any other provision of these articles, the Corporation shall not carry on any activities not permitted to be carried on by a Corporation exempt from Federal income tax under Section 501(c)(3) of the Code.

(b) This Paragraph shall apply only if the Corporation is or becomes a private foundation as that term is defined by Section 509 of the code. The Corporation shall expend or distribute its income for each year at such time and in such amount and manner as not to subject it to tax under Section V, of the Code; and shall refrain from any act of self dealing, retention of excess business holdings, any investment and any taxable expenditure which would subject it to tax under Sections 4941, 4943, 4944 or 4945 of the Code.

ARTICLE V.

Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, dispose of all the assets of the Corporation for the purposes of the Corporation, or to one or more organizations which are exempt under Section 501(c)(3) of the Code, as the Board of Directors shall determine.

ARTICLE VI.

Initial Registered Office

and Initial Registered Agent

The address of the initial registered office of the Corporation is:

608 S. St. Vrain St., El Paso, Texas 79901.

The name of the initial registered agent of the Corporation, and individual resident in Texas, whose business office is at the above address, is Salvador Balcorta – President/CEO

ARTICLE VII.

Board of Directors

The initial Board of Directors shall consist of five (5) persons. Thereafter the Board of Directors shall consist of such number of persons not less than three (3), as shall be fixed by the Bylaws. The initial Board of Directors, who shall hold office until their successors shall take office, are as follows:

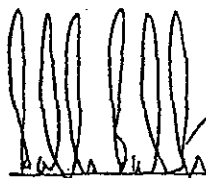
NAME	ADDRESS	PROFESSION
Salvador Balcorta	1414 Montana #3 El Paso, TX	Executive Director
Richard Arguelles	1551 Montana Ste., 100 El Paso, TX	Entrepreneur
Robert Gonzales	3724 Breckenridge El Paso, TX	General Manager
Juan Flores	325 Country Meadow San Antonio, TX	C.E.O.
Vacant		

ARTICLE VIII.

Incorporator

The name and address of each Incorporator of the Corporation is as follows:

NAME	ADDRESS
Salvador Balcorta	1414 Montana #3 El Paso, TX



Incorporator

7/11/01
Date



Office of the Secretary of State

CERTIFICATE OF AMENDMENT OF

La Fe Community Development Corporation
800007264

The undersigned, as Secretary of State of Texas, hereby certifies that the attached Articles of Amendment for the above named entity have been received in this office and have been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Amendment.

~~Dated: 11/16/2005~~

Effective: 11/16/2005



A handwritten signature in black ink that reads "Roger Williams".

Roger Williams
Secretary of State

FILED
In the Office of the
Secretary of State of Texas

LA FE COMMUNITY DEVELOPMENT CORPORATION

NOV 16 2005

Filing Number 800007264

Corporations Section

ARTICLES OF AMENDMENTS

CURRENT ARTICLE III

The corporation is organized for charitable, educational, and scientific purposes as defined under Section 501 (c) 3 of the Internal Code of 1986 as amended, including but not limited to, providing affordable housing, housing counseling, community and economic development and opportunities for families and individuals, and to participate in such activities as may be expected to provide capital or other benefits in furtherance of the above mentioned activities.

ARTICLE III

AS AMENDED TO READ

The corporation is organized for charitable, educational, and scientific purposes as defined under Section 501 (c) 3 of the Internal Code of 1986 as amended. The corporation activities include but not limited to, providing affordable housing, housing counseling, community, social and economic development, and the promotion of community educational opportunities and welfare through schools, and community based organizations that provide innovative educational/training endeavors for student learning and success.

ARTICLE TO BE ADDED

ARTICLE IX

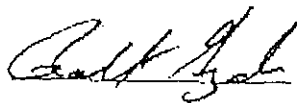
Directors, Management, & Membership

Section IX.01. The number of directors of the Corporation shall be specified from time to time by the Bylaws of the Corporation. The number may be increased or decreased from time to time by amendment of the Bylaws. A minimum of five will comprise a board of directors.

Section IX.02. The corporation will not have members.

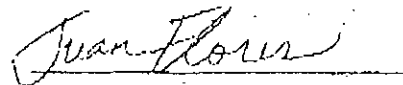
CERTIFICATION OF AMENDMENTS

We certify that the Board of Directors approved by a majority vote the above Amendments to the Articles of Incorporation on October 28, 2005. *THERE ARE NO MEMBERS.*



Chairperson

11/11/05
Date



Secretary

11/11/05
Date

Attachment E:

- Original Corporate Bylaws
- Restated Corporate Bylaws

**BYLAWS
OF
La Fe Community Development Corporation**

ARTICLE I

NAME-OFFICES

- Section 1. **Name.** The name of this Corporation is **La Fe Community Development Corporation.**
- Section 2. **Offices.** The principal office of the Corporation shall be in **El Paso, Texas** at an address to be designated by the Board of Directors. The Corporation may also maintain offices at such other places as the Board of Directors may from time to time determine.
- Section 3. **Purpose.** The corporation is organized for charitable, educational, and scientific purposes as defined under Section 501 (c) 3 of the Internal Code of 1986 as amended. The corporation activities include but not limited to, providing decent affordable housing for low to moderate income persons, housing counseling, community, social and economic development; and the promotion of community educational opportunities and welfare through schools, and community based organizations that provide innovative educational/training endeavors for student learning and success.

ARTICLE II

BOARD OF DIRECTORS

- Section 1. **Board Management.** The affairs of the Corporation shall be managed by its Board of Directors.
- Section 2. **Number and Term.** The number of Directors shall be seven (7) unless the Board of Directors by resolution increases or decreases that number, but in no case shall the number of Directors be less than five (5). Each Director shall hold office until the September annual meeting of the Board and until his or her successor shall have been elected and qualified. At least one-third of board of director's membership will be made up of residents of low-income neighborhoods, other low-income community residents, or elected representatives of low-income neighborhood organizations.
- Section 3. **Regular Meetings** A regular meeting of the Board shall be held quarterly at the discretion of the Chairperson of the Board, but in no instance shall there be less than four (4) meetings of the Board in a one-year period.

The Board of Directors may provide by resolution the time and place within the State of Texas for holding of additional regular meetings of the Board. Notice of the time and place of these meetings may be given by mail or by telephone.

- Section 4. **Special Meetings Notice.** The chairperson of the Board or a majority of the directors upon appropriate legal notice may call special meetings of the Board of Directors.
- Section 5. **Notice of Meetings.** Notice of all directors' meetings, except as herein otherwise provide, shall be given in person, by mail, e-mail or facsimile transmission before the meeting to each director, which notice shall be delivered (or, if by mail, email, or facsimile transmission, presumed delivered under Section 8.03 hereof) at least 72 hours or the number of hours required where applicable under the Open Meetings Act or the Texas Non Profit Corporation Act, whichever is greater before the time of the meeting. Regular and Special meetings of the Board of Directors may be held at such time and place as shall be determined by the Board and indicated in the notice.
- Section 6. **Quorum and Voting.** A majority of the directors shall constitute a quorum for the transaction of business, and all actions of the Board except as otherwise provided in the Articles of Incorporation of these Bylaws shall be taken by majority vote.
- Section 7. **Vacancies.** Any vacancy in the Board shall be filled for the unexpired portion for the term by majority vote of the remaining directors, at any special meeting of the Board called for that purpose.
- Section 8. **Removal of Directors.** Any director may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such director proposed to be removed shall be entitled to at least thirty (30) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.
- Section 9. **Chair.** At all meetings of the Board of Directors, the Chair or in his/her absence, the Vice-Chair, or in their absence, a Chairperson chosen by the Directors present shall preside.
- Section 10. **Compensation.** Directors shall not receive any compensation for their services.
- Section 11. **Powers.** At all corporate powers, except, such as are otherwise provided for in these By-Laws and in the laws of the State of Texas, shall

be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may be general resolution delegate to committees of their own number, or to officers of the corporation, such powers as they may see fit.

- Section 12. **Other.** At any point, if the Board of Directors is discussing or voting on an issue relating to the La Fe Preparatory School, a Texas open enrollment charter school, the meeting will follow all mandates set forth by the Texas Open Meetings Act.

ARTICLE III

OFFICERS

- Section 1. **Number, Qualifications, Election and Term of Office.**
- a. The officers of the Corporation shall consist of a Chair, Vice-Chair, a President, a Secretary, a Treasurer, and such other officers with such powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Board of Directors.
 - b. Each officer shall hold office for three (3) years, except as may previously be determined in the notice of his/her election, which determination shall be made by the Board of Directors or by a nominating committee at the time of nomination, and shall serve until his successor shall have been elected and qualified.
 - c. At the regular meeting of directors held in September of each year, officers shall be elected by the Board of Directors. The election of officers shall be by a majority vote for each officer of the board.
- Section 2. **Vacancies.** A vacancy in any office not otherwise provided for shall be filled for the unexpired portion of the term by the Board at any regular or special meeting.
- Section 3. **Chair.** The Chair shall be the presiding officer of all the meetings of the Board of Directors and shall act as Chief Policy making official through the actions of the Board of Directors.
- Section 4. **Vice-Chair.** The Vice-Chair shall, in the absence of the Chair, be the presiding officer of all the meetings of the Board of Directors and shall act as Chief Policy making official through the actions of the Board of Directors.

- Section 5. **President.** The President shall be the chief executive officer of the Board, shall have general charge of the business, affairs and property of the Corporation in its general operations, and shall do and perform such other duties as may be assigned to him by the Board, and shall be an ex-officio member of all committees.
- Section 6. **Secretary.** The Secretary shall:
- a. Record all the proceedings of the meetings of members and of the Board and of the Executive Committee;
 - b. Cause all notices to be duly given in accordance with the provisions of the Bylaws and of the Executive Committee;
 - c. In general, perform all duties incident: to the office of the secretary.
- Section 7. **Treasurer.** The Treasurer shall:
- a. Have charge of supervision over and be responsible for the funds, securities receipts and disbursements of the Corporation;
 - b. Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation;
 - c. Render to the President, or the Board, and to the members, whenever requested, a statement of the financial condition of the Corporation and of all his transactions as Treasurer, and render a full financial report, based on the books and accounts audited annually by a certified or other public accountant, or an auditing committee, at the annual meeting of the Board; and
 - d. In general, perform all duties incident to the office of the Treasurer.
- Section 8. **Removal of officers.** Any officer may be removed from office by the affirmative vote of two-thirds (2/3) of the full Board of Directors, at any regular or special meeting called for the purpose, with or without cause. Any such officer proposed to be removed shall be entitled to at least five (5) days notice in writing by mail of the proposed to be removed and of the meeting time and place at which such removal is to be voted upon and shall be entitled to be heard at such meeting.
- Section 9. **Checks and Bond.** The President, {insert}, Treasurer, or any other officer designated by the Board shall be authorized to sign checks and drafts of the Corporation. They shall not be required to give bond for the faithful discharge of their duties.

Section 10. **Vacancies.** The Board at any regular or special meeting shall fill any vacancy in any office.

ARTICLE IV

COMMITTEES

Section 1. **General Appointment Committees.** The Board of Directors may appoint any committee and delegate to those committee any and all duties allowed by the laws of the State of Texas. Any committee shall include at least two (2) members of the Board of Directors.

Section 2. **Advisory Board.** The Board of Directors may appoint from persons interested in the work of the Corporation an Advisory Board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time, as the Board of Directors shall direct. These Advisory Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. Each year the Board of Directors shall appoint a Chair of the Advisory Board from among the Advisory Board members to serve for a term 3 years. The Advisory Board from time to time shall consider and make recommendations concerning such questions as may be submitted to them by the chair, and the Advisory Board, or any of it's members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors.


ARTICLE V

AMENDMENTS

The Bylaws may be amended by 2/3-majority vote of the Board of Directors at any regular or special meeting. Any director shall be entitled to at least five (5) days notice in writing, which must include a copy of the proposed amendment, by mail of the proposed amendment and of the meeting time and place at which such amendment is to be voted upon.

We certify that the above Amended and Restated Bylaws of the Corporation were adopted by the Board of Directors on November 14, 2006.

 11/14/06
Chairperson Date

 11-14-06
Secretary Date

BYLAWS
OF
La Fe Community Development Corporation

ARTICLE I

NAME-OFFICES

- Section 1. Name. The name of this Corporation is **La Fe Community Development Corporation** (the "Corporation").
- Section 2. Offices. The principal office of the Corporation shall be in **El Paso Texas**, at an address to be designated by the Board of Directors. The principal office may be at the residence of any officer of the Corporation. The Corporation may also maintain offices at such other places as the Board of Directors may from time to time determine.

ARTICLE II
BOARD OF DIRECTORS

- Section 1. Board Management. Its Board of Directors shall manage the affairs of the Corporation.
- Section 2. Number and Term. The number of Directors shall be **Five (5)** unless the Board of Directors by resolution increases or decreases that number, but in no case shall the number of Directors be less than **Three (3)**. Each Director shall hold office until the annual meeting of the Board and until his or her successor shall have been elected and qualified.
- Section 3. Regular Meetings. A regular meeting of the Board shall be held quarterly at the discretion of the Chairperson of the Board, but in no instance shall there be less than **Four (4)** meetings of the Board in a one-year period. The Board of Directors may provide by resolution the time and place either within or without the State of

Texas for holding of additional regular meetings of the Board. Notice of the time and place of these meetings may be given by mail or by telephone.

Section 4. **Special Meetings Notice.** Special meetings of the Board shall be held whenever called by the Chairperson or by at least **Three (3)** members of the Board at such time and place as may be specified in the notice. Notice of such special meetings shall be given to each director at least **Twenty-four (24)** hours before the day on which the meeting is to be held.

Section 5. **Meetings by Telephone Conference Call.** All meetings may be held by telephone conference call or other similar telecommunications equipment, or by means of which all persons participating in the meeting can hear each other at the same time.

Section 6. **Quorum and Voting.** A majority of the directors shall constitute a quorum for the transaction of business, and all actions of the Board except as otherwise provided in the Articles of Incorporation of these Bylaws shall be taken by a majority vote

Section 7. **Vacancies.** Any vacancy in the Board shall be filled for the unexpired portion for the term by a majority vote of the remaining directors, at any special meeting of the Board called for that purpose

Section 8. **Removal of Directors.** Any director may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such director proposed to be removed shall be entitled to at least **Thirty (30)** days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.

Section 9. **Chair.** At all meetings of the Board of Directors, the Chair or in his/her absence, the Vice-Chair, or in their absence, a Chairperson chosen by the Directors present shall preside.

Section 10. **Compensation.** Directors shall not receive any compensation for their services.

ARTICLE III

OFFICERS

Section 1. **Number, Qualifications, Election and Term of Office.**

a. The officers of the Corporation shall consist of a Chair, a Vice-Chair, a President, a Vice-President, a Secretary, a Treasurer, and such other officers with such powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Board of Directors. The same person may hold any two offices.

b. Each officer shall hold office for Three (3) year(s), except as may previously be determined in the notice of his/her election, which determination shall be made by the Board of Directors or by a nominating committee at the time of nomination, and shall serve until his successor shall have been elected and qualified.

Section 2. **Vacancies.** A vacancy in any office not otherwise provided for shall be filled for the unexpired portion of the term by the Board at any regular or special meeting.

Section 3. **Chair.** The Chair shall be the presiding officer of all the meetings of the Board of directors and shall act as Chief Policy making official through the actions of the Board of Directors.

Section 4. **Vice-Chair.** The Vice-Chair shall, in the absence of the Chair, be the presiding officer of all the meetings of the Board of directors and shall act as Chief Policy making official through the actions of the Board of Directors.

Section 5. **President.** The President shall be the chief executive officer of the Board, shall have general charge of the business, affairs and property of the Corporation in its general operations, and shall do and perform such other duties as may be assigned to him by the Board, and shall be an ex-officio member of all committees.

Section 6. **Secretary.** The Secretary shall:

- a. Record all the proceedings of the meetings of members and of the Board and of the Executive Committee;
- b. Cause all notices to be duly given in accordance with the provisions of the Bylaws and of the Executive Committee;
- c. In general, perform all duties incident to the office of the secretary.

Section 7. **Treasurer.** The Treasurer shall:

- a. Have charge of and supervision over and be responsible for the funds, securities receipts and disbursements of the Corporation;
- b. Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation;
- c. Render to the President, or the Board, and to the members, whenever requested, a statement of the financial condition of the Corporation and of all his transactions as Treasurer, and render a full financial report, based on the books and accounts audited annually by a certified or other public accountant, or an auditing committee, at the annual meeting of the Board; and
- d. In general, perform all duties incident to the office of the Treasurer.

- Section 8. Removal of officers. Any officer may be removed from office by the affirmative vote of two-thirds (2/3) of the full Board of Directors, at any regular or special meeting called for the purpose, with or without cause. Any such officer proposed to be removed shall be entitled to at least Five (5) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to be heard at such meeting.
- Section 9. Checks and Bond. The President, Vice President, Treasurer, or any other officer designated by the Board shall be authorized to sign checks and drafts of the Corporation. They shall not be required to give bond for the faithful discharge of their duties.
- Section 10. Vacancies. Any vacancy in any office shall be filled by the Board at any regular or special meeting.

ARTICLE IV

COMMITTEES

I

- Section 1. General Appointment Committees. The Board of Directors may appoint any committee and delegate to that committee any and all duties allowed by the laws of the State of Texas. Any committee shall include at least Two (2) members of the Board of Directors.
- Section 2. Advisory Board. The Board of Directors may appoint from persons interested in the work of the Corporation an Advisory Board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time as the Board of Directors shall direct. These Advisory Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. Each year the Board of Directors shall appoint a Chair of the Advisory Board from among the Advisory Board members to serve for a term of one (1) year. The Advisory Board from time to time shall consider and make recommendations concerning such

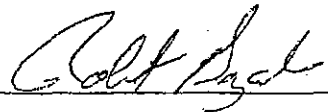
questions as may be submitted to them by the chair; and the Advisory Board, or any of its members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors.

ARTICLE V

AMENDMENT S

The Bylaws may be amended by a 2/3-majority vote of the Board of Directors at any regular or special called meeting. Any director shall be entitled to at least Five (5) days notice in writing, which must include a copy of the proposed amendment, by mail of the proposed amendment and of the meeting time and place at which such amendment is to be voted upon.

We certify that the Board of Directors adopted the above stated Bylaws of the Corporation on July 11, 2001

Chairperson 

Secretary _____

BYLAWS
OF
La Fe Community Development Corporation

ARTICLE I

NAME-OFFICES

- Section 1. Name. The name of this Corporation is **La Fe Community Development Corporation.**
- Section 2. Offices. The principal office of the Corporation shall be in **El Paso, Texas** at an address to be designated by the Board of Directors. The Corporation may also maintain offices at such other places as the Board of Directors may from time to time determine.
- Section 3. Purpose. The corporation is organized for charitable, educational, and scientific purposes as defined under Section 501 (c) 3 of the Internal Code of 1986 as amended. The corporation activities include but not limited to, providing decent affordable housing for low to moderate income persons, housing counseling, community, social and economic development; and the promotion of community educational opportunities and welfare through schools, and community based organizations that provide innovative educational/training endeavors for student learning and success.

ARTICLE II

BOARD OF DIRECTORS

- Section 1. Board Management. The affairs of the Corporation shall be managed by its Board of Directors.
- Section 2. Number and Term. The number of Directors shall be seven (7) unless the Board of Directors by resolution increases or decreases that number, but in no case shall the number of Directors be less than five (5). Each Director shall hold office until the September annual meeting of the Board and until his or her successor shall have been elected and qualified. At least one-third of board of director's membership will be made up of residents of low-income neighborhoods, other low-income community residents, or elected representatives of low-income neighborhood organizations.
- Section 3. Regular Meetings A regular meeting of the Board shall be held quarterly at the discretion of the Chairperson of the Board, but in no instance shall there be less than four (4) meetings of the Board in a one-year period.

The Board of Directors may provide by resolution the time and place either within or without the State of Texas for holding of additional regular meetings of the Board. Notice of the time and place of these meetings may be given by mail or by telephone.

- Section 4. **Special Meetings Notice.** The chairperson of the Board or a majority of the directors upon appropriate legal notice may call special meetings of the Board of Directors.
- Section 5. **Notice of Meetings.** Notice of all directors' meetings, except as herein otherwise provide, shall be given in person, by mail, e-mail or facsimile transmission before the meeting to each director, which notice shall be delivered (or, if by mail, email, or facsimile transmission, presumed delivered under Section 8.03 hereof) at least 72 hours or the number of hours required where applicable under the Open Meetings Act or the Texas Non Profit Corporation Act, whichever is greater before the time of the meeting. Regular and Special meetings of the Board of Directors may be held at such time and place as shall be determined by the Board and indicated in the notice.
- Section 6. **Quorum and Voting.** A majority of the directors shall constitute a quorum for the transaction of business, and all actions of the Board except as otherwise provided in the Articles of Incorporation of these Bylaws shall be taken by majority vote.
- Section 7. **Vacancies.** Any vacancy in the Board shall be filled for the unexpired portion for the term by majority vote of the remaining directors, at any special meeting of the Board called for that purpose.
- Section 8. **Removal of Directors.** Any director may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such director proposed to be removed shall be entitled to at least thirty (30) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.
- Section 9. **Chair.** At all meetings of the Board of Directors, the Chair or in his/her absence, the Vice-Chair, or in their absence, a Chairperson chosen by the Directors present shall preside.
- Section 10. **Compensation.** Directors shall not receive any compensation for their services.
- Section 11. **Powers.** At all corporate powers, except, such as are otherwise provided for in these By-Laws and in the laws of the State of Texas, shall be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may be general resolution delegate to

committees of their own number, or to officers of the corporation, such powers as they may see fit.

ARTICLE III

OFFICERS

Section 1. **Number, Qualifications, Election and Term of Office.**

- a. The officers of the Corporation shall consist of a Chair, Vice-Chair, a President, a Secretary, a Treasurer, and such other officers with such powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Board of Directors.
- b. Each officer shall hold office for three (3) years, except as may previously be determined in the notice of his/her election, which determination shall be made by the Board of Directors or by a nominating committee at the time of nomination, and shall serve until his successor shall have been elected and qualified.
- c. At the regular meeting of directors held in September of each year, officers shall be elected by the Board of Directors. The election of officers shall be by a majority vote for each officer of the board.

Section 2. **Vacancies.** A vacancy in any office not otherwise provided for shall be filled for the unexpired portion of the term by the Board at any regular or special meeting.

Section 3. **Chair.** The Chair shall be the presiding officer of all the meetings of the Board of Directors and shall act as Chief Policy making official through the actions of the Board of Directors.

Section 4. **Vice-Chair.** The Vice-Chair shall, in the absence of the Chair, be the presiding officer of all the meetings of the Board of Directors and shall act as Chief Policy making official through the actions of the Board of Directors.

Section 5. **President.** The President shall be the chief executive officer of the Board, shall have general charge of the business, affairs and property of the Corporation in its general operations, and shall do and perform such other duties as may be assigned to him by the Board, and shall be an ex-officio member of all committees.

Section 6. **Secretary.** The Secretary shall:

- a. Record all the proceedings of the meetings of members and of the Board and of the Executive Committee;
- b. Cause all notices to be duly given in accordance with the provisions of the Bylaws and of the Executive Committee;
- c. In general, perform all duties incident to the office of the secretary.

Section 7. **Treasurer.** The Treasurer shall:

- a. Have charge of supervision over and be responsible for the funds, securities receipts and disbursements of the Corporation;
- b. Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation;
- c. Render to the President, or the Board, and to the members, whenever requested, a statement of the financial condition of the Corporation and of all his transactions as Treasurer, and render a full financial report, based on the books and accounts audited annually by a certified or other public accountant, or an auditing committee, at the annual meeting of the Board; and
- d. In general, perform all duties incident to the office of the Treasurer.

Section 8. **Removal of officers.** Any officer may be removed from office by the affirmative vote of two-thirds (2/3) of the full Board of Directors, at any regular or special meeting called for the purpose, with or without cause. Any such officer proposed to be removed shall be entitled to at least five (5) days notice in writing by mail of the proposed to be removed and of the meeting time and place at which such removal is to be voted upon and shall be entitled to be heard at such meeting.

Section 9. **Checks and Bond.** The President, {insert}, Treasurer, or any other officer designated by the Board shall be authorized to sign checks and drafts of the Corporation. They shall not be required to give bond for the faithful discharge of their duties.

Section 10. **Vacancies.** The Board at any regular or special meeting shall fill any vacancy in any office.

ARTICLE IV

COMMITTEES

Section 1. **General Appointment Committees.** The Board of Directors may appoint any committee and delegate to those committee any and all duties allowed by the laws of the State of Texas. Any committee shall include at least two (2) members of the Board of Directors.

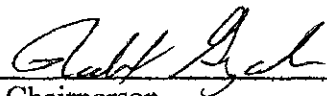
Section 2. **Advisory Board.** The Board of Directors may appoint from persons interested in the work of the Corporation an Advisory Board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time, as the Board of Directors shall direct. These Advisory Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. Each year the Board of Directors shall appoint a Chair of the Advisory Board from among the Advisory Board members to serve for a term {insert #} year. The Advisory Board from time to time shall consider and make recommendations concerning such questions as may be submitted to them by the chair; and the Advisory Board, or any of it's members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors.

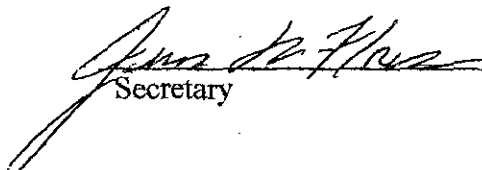
ARTICLE V

AMENDMENTS

The Bylaws may be amended by 2/3-majority vote of the Board of Directors at any regular or special meeting. Any director shall be entitled to at least five (5) days notice in writing, which must include a copy of the proposed amendment, by mail of the proposed amendment and of the meeting time and place at which such amendment is to be voted upon.

We certify that the above Amended and Restated Bylaws of the Corporation were adopted by the Board of Directors on October 28, 2005

 10/28/05
Chairperson Date

 10/28/05
Secretary Date

Attachment F: Published Notice of Public Hearing: El Paso, Inc, February 5-11, 2006 Issue.

El Paso Inc.

EL PASO TOWN AND PROUDLY PLANNED

Coming: 20,000 new homes

by Dan Huff

El Paso Inc. staff writer

Local developer Woody Hunt is creating a massive master-planned community of 20,000 new homes – essentially a town of around 75,000 people – on the Eastside, to the east and north of Horizon City and stretching all the way to Joe Battle Boulevard to the west.

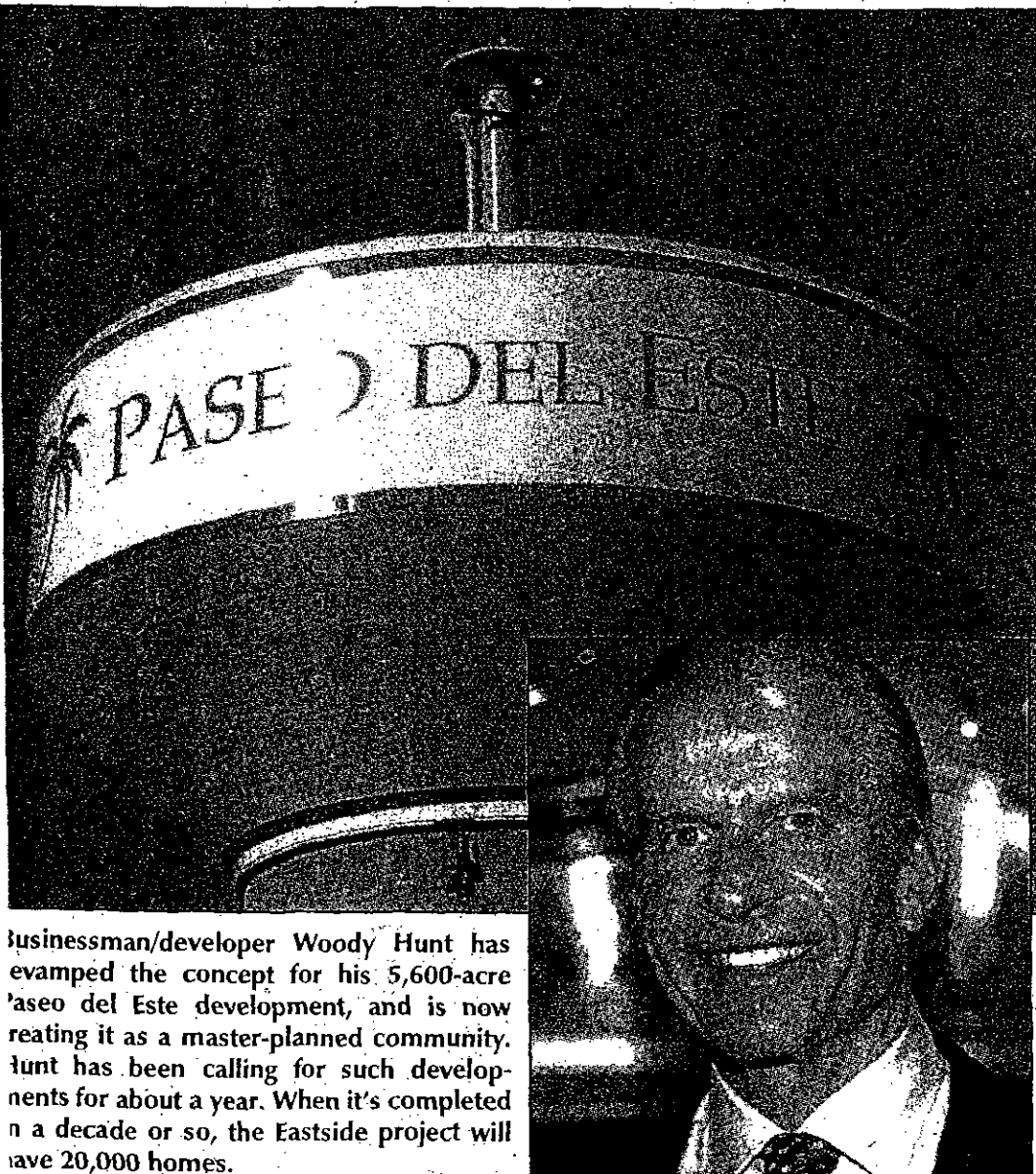
For nearly the past year, Hunt, whose family amassed a fortune through military construction projects around the nation, has been calling for El Paso's Public Service Board (PSB) to release much larger tracts of land to developers willing to create master-planned communities.

But Hunt's Paseo del Este project is being carved out of 5,600 acres of state-owned land Hunt has optioned. The project is expected to take a decade or more.

Hunt, chairman and CEO of Hunt Building Corporation, has formed a new company, Hunt Communities, LLC, to "plan and develop long-term sustainable neighborhoods and master-planned communities in El Paso and other markets."

Long-term look

The new company marks a different approach for Hunt on the Eastside.



Businessman/developer Woody Hunt has revamped the concept for his 5,600-acre Paseo del Este development, and is now creating it as a master-planned community. Hunt has been calling for such developments for about a year. When it's completed in a decade or so, the Eastside project will have 20,000 homes.

25 employees here, said the Western District of Texas, had 47 Chapter 13 filings during the previous quarter, while Austin had 40

Chapter 7 or 13 "really depends on the advice they've given by a member of the debtor bar," Cox said, adding many debtors in this

creditors rather than just bankrupt against them," he said.

Apparently, some people are just basically good, Cox agreed.

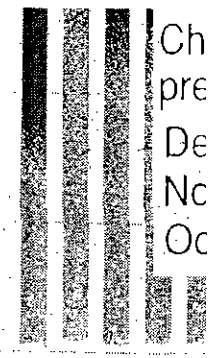
That doesn't stop the case administrators under him from checking every filing to make sure the bankruptcy process isn't abused.

"We haven't had as much of that in El Paso as in other major cities," he said. "But we're on the lookout for transfers of property just before filing, purchases of luxury type items on the eve of filing, and a lot of other things that I wouldn't want to see in print," he said.

9.4

9.2

9.0



D J F M A

2004

SOURCE: Departm



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LA FE PREPARATORY SCHOOL

The *La Fe Community Development Corporation* is applying to the State Board of Education for approval to operate an open-enrollment charter school to be located in South El Paso. The *La Fe Preparatory School* will be a public school established by the *La Fe Community Development Corporation*, a non-profit organization. The *La Fe Preparatory School* will serve 224 students in Pre-K through 5th Grade.

UPCOMING COMMUNITY MEETINGS

6 p.m. — Monday, Feb. 13, 2006

Armijo Recreational Center, 700 E. Seventh St.

6 p.m. — Wednesday, Feb. 15

Chihuahuita Community Center, 429 Charles Rd.

6 p.m. — Thursday, Feb. 16

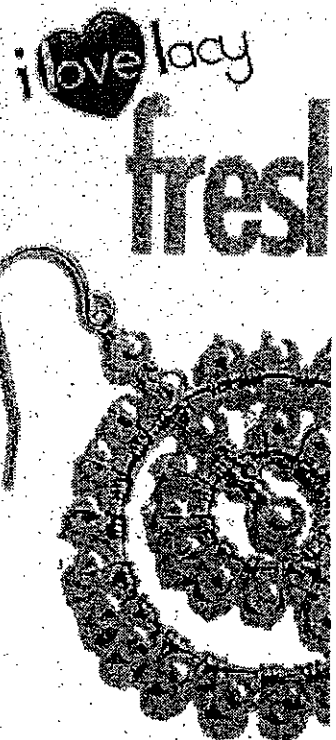
Houchen Community Center, 609 S. Tays St.

10 a.m. — Friday, Feb. 17

La Fe Cultural & Technology Center, 721 S. Ochoa (Rear Building)

Board of Directors: Mr. Robert Gonzales, Mr. Juan Flores, Dr. Elena Izquierdo, Ms. Veronica Rosales, Mr. Salvador Balcorta, and Mr. Jorge Rodriguez

LA FE COMMUNITY DEVELOPMENT CORPORATION
 SALVADOR BALCORTA, PRESIDENT / CEO
 520 S. OCHOA, EL PASO, TX 79901 (915) 545-7070



LACY

High Quality

7040 N. MESA IN CC

Attachment G, Synopsis of Public Meetings

The La Fe Community Development Corporation hosted a series of four public meetings in South El Paso. The La Fe CDC wanted to ensure that the meetings were convenient for the residents in the Segundo Barrio as many walk to most places they need to go. The public hearings were held on:

- February 13, 2006 at 6pm at the Armijo Recreational Center
- February 15, 2006 at 6pm at the Chihuahuita Community Center
- February 16, 2006 at 6pm at the Houchen Community Center
- February 17, 2006 at 10am at the La Fe Cultural and Technology Center

Salvador Balcorta, the CEO of the La Fe Community Development Corporation, and Amy O'Rourke, the Director of Educational Development presented at the meetings. The same agenda was followed at each of the four public hearings. The agenda is described below:

- I. Welcome-
- II. Introductions
 - a. La Fe Staff
 - b. Special Guests
- III. Reason for starting school
 - a. Unique alternative for the community
- IV. Overview of the La Fe Preparatory School
 - a. Charter School
 - i. Public School Funded through the state
 - ii. Allows for creative programs
 - b. Overview of La Fe Preparatory School's programs
 - i. PreK-5th grade, 224 students total
 - ii. 2 classes per grade
 - iii. Small classes- 16 students per class
 - iv. Extended Day/Extended Year
 - v. Dual Language
 - vi. Thematic Based Curriculum
 - vii. Parental Involvement
- V. Process to become a Charter School
 - a. Application is due Feb 23rd
 - b. Final Approval made in Fall 2006
 - c. If approved, open doors Fall 2007
- VI. Questions and Answers

Below are the questions asked at each meeting and the responses from La Fe CDC staff.

1. **Will the La Fe Preparatory School provide special education services?** Yes, by law, the La Fe Preparatory School is required to provide all special education services that a public school offers. The school will have a Special Education Specialist on staff to work with children who have special needs.
2. **Will all children be required to stay until 5:30pm, even if their parents do not work?** Yes, all children enrolled in the school will be required to stay until 5:30pm. Parents are encouraged to participate in the school activities with their children.
3. **Where will the school be located?** The school will be located on 900 Myrtle Street, which is between Myrtle and Magoffin.
4. **Will the school be free?** Yes, the school will receive money from the state to operate the school, and the children will not pay any tuition.
5. **Is this charter school the first of its kind?** The overall design of the school was created to address the needs of the students in South El Paso. Several aspects were modeled after other successful programs (KIPP and IDEA Academy).
6. **What are the requirements for teachers to be hired?** Teachers will be required to be certified. If they have their masters, it is even better.
7. **How are students selected?** Any student who lives within the proposed geographic boundary can register to attend. If more than 32 students enroll for a grade level, we will hold a lottery.
8. **How will you seek funding?** We will receive funding from the state based on student attendance and we will seek funds from foundations and private contributors.
9. **Will you be required to administer the TAKS?** Yes, the La Fe Preparatory School will be required to administer the TAKS test, just like the public schools.

Attachment H: Signed Certificate Mail Receipts

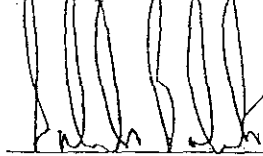
SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to:</p> <p>El Paso Independent School District Attn: Dr. Lorenzo Garcia 6531 Boeing Dr. El Paso, TX 79925</p>		<p>B. Received by (Printed Name) L. Garcia</p>	<p>C. Date of Delivery 1-18-06</p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7005 1160 0000 7303 1965</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>			

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p>	
<p>1. Article Addressed to:</p> <p>Paso Del Norte Academy Attn: Eduardo Gutierrez 711 N. Mesa El Paso, TX 79902</p>		<p>B. Received by (Printed Name) Alena Van Houten</p>	<p>C. Date of Delivery 1-18-06</p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service)</p>		<p>7005 1160 0000 7303 1958</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>			

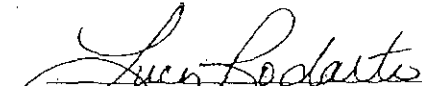
Attachment I:

- Notarized acknowledgement signed by Chief Executive Officer, Salvador Balcorta, and Chief Financial Officer, Lucy Rodarte, attesting the accuracy and completeness of the information
- Unaudited Statement of Financial Position
- Unaudited statement of operations
- Unaudited statement of changes in net assets
- Unaudited statement of cash flows

We Salvador Balcorta, Chief Executive Officer and Lucy Rodarte, Finance Director do hereby attest to the accuracy and completeness of the statements being provided.



Salvador Balcorta, CEO


Lucy Rodarte, Finance Director


VERIFICATION

State of Texas

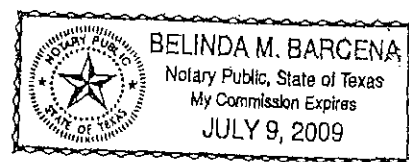
County of El Paso

On this day, Salvador Balcorta and Lucy Rodarte appeared before me the undersigned notary public and depose that above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 16th day of February, 2006.


(Notary Public)

My commission expires 7-9-09



La Fe Community Development Corporation
Balance Sheet
December 31, 2005

Assets

Current Assets

Cash and Cash Equivalents	\$118,075
Treasury Bills	500,000
Total Current Assets	<u>618,075</u>

Property and Equipment

Land for Development	22,500
Land-Ochoa Office	1,000
Office Building-Ochoa	29,636
Computer Equipment	1,633
	<u>54,769</u>
Less Accumulated Depreciation	(1,139)
Total Property and Equipment	<u>53,630</u>

Total Assets	<u><u>\$671,705</u></u>
--------------	-------------------------

Liabilities and Net Assets

Current Liabilities

Current Maturities of Forgivable Debt	\$50,000
Total Current Liabilities	<u>50,000</u>

Long-Term Debt

Long-Term Debt(10 years 0% interest)	450,000
Total Liabilities	<u>500,000</u>

Net Assets

Unrestricted	171,705
--------------	---------

Total Liabilities and Net Assets	<u><u>\$671,705</u></u>
----------------------------------	-------------------------

La Fe Community Development Corporation
Statement of Operations
Year Ended December 31, 2005

Revenues and Other Support

Management Fees	\$100,000
Grant Support-NCLR Prep School	25,000
Other Support La Fe	<u>106,725</u>
	<u>231,725</u>

Expenses

Salaries and Wages	79,432
Employee Benefits	19,664
Travel	4,754
Supplies	2,732
Telephone and Utilities	4,440
Dues and Fees	540
Miscellaneous	1,636
Depreciation	768
Property Taxes	<u>452</u>
	<u>114,418</u>

Excess Revenue Over Expenses 117,307

Contribution of Property and Equipment 54,398

Increase in Net Assets \$171,705

La Fe Community Development Corporation
Statement of Changes in Net Assets
Year Ended December 31, 2005

Unrestricted Net Assets	
Excess of revenues over expenses	\$117,307
Contribution of property and equipment	<u>54,398</u>
Increase in unrestricted net assets	171,705
Restricted Net Assets	<u>0</u>
Change in Net Assets	171,705
Net Assets, Beginning of Year	<u>0</u>
Net Assets, End of Year	<u><u>\$171,705</u></u>

La Fe COmmunity Development Corporation
Statement of Cash Flows
Year Ended December 31, 2005

Operating Activities

Changes in Net Assets	\$171,705
Items not requiring (providing) cash	
Depreciation	768
Contribution of property an equipment acquisitions	(54,398)
Net Cash provided by operating activities	<u>118,075</u>

Financing Activities

Proceeds from Forgivable Loan	<u>500,000</u>
Net Cash provided by financing activities	<u>500,000</u>

Increase in Cash Equivalents 618,075

Cash and Cash Equivalents, Beginning of Year 0

Cash and Cash Equivalents, End of Year \$618,075

Attachment J, a letter from Chase Bank recognizing the financial stability of the La Fe Community Development Corporation.



Lupe Esparza
Assistant Vice President
Commercial Banking Group

JPMorgan Chase Bank N.A.
201 E. Main
El Paso, Texas, 79901
Tel: 915-546-6570
Fax: 915-546-6780

February 13, 2006

Re: La Fe Community Development Corporation
608 S St. Vrain
El Paso, Texas 79901

To Whom It May Concern:

This is a written confirmation of our banking relationship with La Fe Community Development Corporation. The organization is a substantial bank client. Our bank has had a working relationship with related entities January 1986. Year-to-date balances of investment accounts are six figure range.

The principals of this company have been very professional in their dealings with our institution. Our dealing with the organization has always been satisfactory and I believe that it is a reflection on the quality of the management.

If you have additional questions regarding this relationship, please do not hesitate to call.

Best regards,

A handwritten signature in cursive script that reads "Lupe Esparza".

Lupe Esparza

Attachment K, IRS 990 Filing

990 FORM

PAGES 190 - 191 = 2 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

2 PAGES HAVE BEEN WITHHELD

Attachment L:

- Letter of Contribution from Centro de Salud Familiar La Fe, Inc. for the amount of \$106,725.
- Letter of grant award from National Council of La Raza for the amount of \$50,000.
- Loan agreement from Centro de Salud Familiar La Fe, Inc. for the \$500,000 forgivable loan.
- Letter indicating that Centro de Salud Familiar La Fe, Inc. will donate the value of the rent on the property for the school (\$21,840 per year).



Centro de Salud Familiar La Fe, Inc.

November 30, 2005

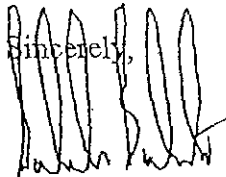
La Fe Community Development Corporation
608 S. St. Vrain
El Paso, TX 79901-1196

Members of the Board

Centro de Salud Familiar La Fe has donated One hundred and six thousand seven hundred and twenty five dollars (\$106,725) for the operations of the La Fe Community Development Corporation. No other restrictions are attached to this donation.

If you have any questions or need additional information on this donation please contact me at (915) 534-7979.

"La Salud de la Comunidad es La Fe"

Sincerely,


Salvador Balcorta, M.S.S.W., L.M.S.W.
Chief Executive Officer

NATIONAL COULCIL OF LA RAZA PLANNING GRANT AGREEMENT LA FE

This document represents a grant agreement between the National Council of La Raza (NCLR) and La Fe for a **Planning** grant to support La Fe as part of NCLR's Charter School Development Grants Program. The Charter School Développement Grant was established to help support the development and improve the quality of community-based schools serving Latino students and their families.

A. COMPENSATION/GRANT PERIOD

NCLR agrees to provide La Fe with a **\$50,000.00** grant for the purposes described in Section B.I. The grant will be in effect for a period of 12 months from January 2005 through December 2005. NCLR will disburse the **\$50,000.00** in accordance with the terms and conditions set forth in Section B of this Grant Agreement. Grant funds are available until expended.

B. TERMS AND CONDITIONS

I. Grant Purpose

Grant funds may be allocated to cover the following costs or activities: **education consultant salaries, administrative support and materials, travel for school site visits or conferences, charter petition development related costs** and for other initial operating activities as outlined in your application. Grant funds may not be used for facilities acquisition or construction or to support any other capital expenditures.

II. Grant Conditions

The grant recipient agrees:

- a. To share with NCLR all relevant information and materials developed with the support of grant funds during the grant period; and
- b. To use a management/student information system that will allow NCLR to access on a read-only basis student and school information and data, or to otherwise make available to NCLR all such information and data upon request by NCLR.

- c. To share with NCLR the names and resumes of whom will be directly designated to develop the school for opening and what their education related background and experience is.
- d. To share a detailed plan of how the school plans to meet the needs of special needs students and ELLs.

III. Grant Disbursement

The grant award will be disbursed in two installments according to the following schedule:

- a. First disbursement will be paid upon execution of the grant agreement and receipt of written information on the education consultants or personnel whom will be responsible for developing the charter petition and school.
- b. Second disbursement will be paid upon receipt of a satisfactory interim progress report including a summary of expenditures to date, which is due at NCLR no later than June 15, 2005 as well as information for c and d above.

IV. Grant Restrictions

Grant funds may not be used for partisan political propaganda aimed at influencing legislation or supporting any candidate or political activity, or any other activity defined as a taxable expenditure under the provisions of the U.S. Tax Reform Law of 1969.

V. Grantee Reporting Requirements

The grant recipient shall submit two reports to NCLR during the grant period. The following is a summary of the due dates and guidelines for these reports:

- a. An interim progress report consisting of a narrative describing the status of the school including any unanticipated challenges or problems encountered, and a summary of expenditures to date from grant funds shall be submitted by June 15, 2005.
- b. A final evaluation including an itemized statement of total grant expenditures shall be submitted by January 15, 2006.

VI. Documentation of Costs

- a. All interim and final expenditure reports shall be based on the budget submitted with the grant application and should display on line-item basis actual expenditures from charter school grant funds as compared to requested charter school grant funds. Significant differences between actual and budgeted expenditures must be approved in advance and explained in the narrative section of the interim and final reports.
- b. All expenditures shall be supported by properly executed payrolls, timecards, invoices, vouchers, and other official documentation as may be required from time to time in voluntary and not-for-profit organizations. Although it is not necessary to submit this documentation with the grant reports, either the agency or its approved fiscal agent will be held responsible for the above records and may be subject to audit.

VII. Prohibition of Discrimination

The grant recipient shall comply with all requirements imposed by or pursuant to the regulations of Title VI of the Civil Rights Act of 1964, and shall specifically ensure that no person in the United States shall on the grounds of race, color, religion, national origin, and handicapping condition or disability be excluded from participation under any program or activity made possible by or resulting from this contract. The grant recipient shall also comply with Executive Order 11246, entitled "Equal Employment Opportunity," as amended by Executive Order 11375, and as supplemented in the Department of Labor regulations (41 CFR 60).

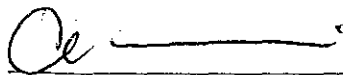
VIII. Termination of Grant Agreement for Cause

If, for any cause, the grant recipient shall fail to fulfill in a timely or proper manner its obligations under this grant agreement, or if the grant recipient shall violate any of the covenants, agreements, or stipulations of this grant agreement, NCLR shall thereupon have the right to terminate this grant agreement by giving written notice to the grantee of such termination and specifying the effective date thereof, at least thirty days before the effective date of termination.

The National Council of La Raza and La Fe agree to meet the aforementioned terms and conditions.


For: La Fe

5/10/05
Date


For: National Council of La Raza

5/18/05
Date

FORGIVABLE LOAN AGREEMENT La Fe Preparatory School

This agreement, between Centro de Salud Familiar La Fe, Inc. a Texas, non-profit corporation, hereinafter referred to as "La Fe" and La Fe Community Development Corporation hereinafter referred to as Grantee shall be effective upon its execution and shall expire exactly ten (10) years later.

WHEREAS, La Fe has allocated funds for a contingently forgivable loan for the purpose of operating a Charter School.

WHEREAS, Grantee has agreed to comply with all applicable requirements for a contingently forgivable loan.

NOW, THEREFORE, the parties mutually agree as follows:

Section 1. PROGRAM SCOPE

Grantee shall utilize the funds in a satisfactory manner as determined by La FE to operate a Charter School to be located at 900 Myrtle for residents of South El Paso in accordance with the Project Overview and Timeline hereto and incorporated herein as Exhibit "A" for all purposes.

Grantee agrees to keep the Center open and operating during all such hours as are normal for a charter school. Grantee also agrees that the Center will be made fully accessible to persons with disabilities. This obligation to operate the Center shall continue for the term of this agreement and for the full five year reversionary period thereafter.

Section 2. REQUIRED INFORMATION

Prior to the execution hereof, Grantee shall provide La Fe the following:

A current executed copy of its Articles of Incorporation and any amendments thereto, as on file with the Texas Secretary of State;

A copy of Correspondence by the Comptroller of Public Accounts for the State Texas which verifies that Grantee is duly licensed, non-profit corporation registered to conduct business in the State of Texas;

A copy of the Internal Revenue Service's approval of Grantee's Tax exempt status;

A copy of current by-laws of grantee certified to be correct by the President and attested by the Secretary of Grantee.

As long as this Agreement is in effect and Grantee shall immediately notify La Fe in writing if there are any changes during the life of this Agreement, in any items covered by this Section 2. Any violation of this provision or misrepresentation hereunder, shall constitute a breach of this agreement.

Section 3. GENERAL PURPOSES AND REQUIREMENTS

Under this Agreement, La Fe proposes to make a loan of FIVE HUNDRED THOUSAND (\$500,000) for the operation of the La Fe Preparatory School as described in the Project Plan and Budget attached hereto. Provided Grantee faithfully performs in full its obligations hereunder, La Fe shall conditionally forgive this loan amount five (5) years from the date of this Agreement subject to La Fe's reversionary interest in all assets acquired or improved under this Agreement for an additional five (5) years. If for any reason Grantee ceases to exist or fails to meet the objective of provided a school for the South El Paso residents during the 10 year period, all assets acquired hereunder shall be returned to La Fe and Grantee agrees to execute all documentation necessary to achieve such transfer(s). All forgiveness herein shall remain conditional until Grantee fully performs all obligations hereunder, including proper use or disposition of the property following termination or expiration of this agreement.

Section 4. CERTAIN GRANTEE OBLIGATIONS

Grantee agrees that the Loan advance herein, shall only be used for the purposes described in this agreement in Sections 1 and 3 above and in accordance with the attached project overview and timeline.

Grantee agrees to acquire the appropriate insurance which is reasonably acceptable to La Fe.

Section 5. LOAN DISBURSEMENTS

Loan disbursement will be provided through the establishment of a Treasury Bill account in the name of La Fe Community Development Corporation upon the signature of this loan agreement.

Section 6. PROMISSORY NOTE

In the case of default hereunder, Grantee will provide a promissory note in the amount of five hundred thousand dollars (\$500,000) payable for 10 years with interest at the market rate at the time of default.

Section 7. EVENTS OF DEFAULT OR BREACH

A default shall consist of:

Any use of loan funds for any purpose other than as authorized in this agreement;

A breach of any covenant, agreement, or warranty of the Grantee made in this agreement or in any contract entered into between grantee and any third party relating to this project;

The occurrence of any default under this loan agreement or its performance;

The failure of Grantee to complete the project in accordance with the timelines required for completion as further specified herein;

The existence of any collusion or bad faith by or with the acquiescence of Grantee;

The filing of any petition by or against Grantee under the Federal Bankruptcy Act or any similar law, state or federal, or grantee's failure to continue operations as a going business, or Grantee's insolvency, or any manifestation or statement by Grantee that it does not intend to continue performance of its obligations hereunder.

Section 8. LA FE'S REMEDIES UPON DEFAULT

Upon the occurrence of any of default, La Fe may, in addition to all remedies conferred upon it by law, by the note, by this agreement, or otherwise, pursue any one or more of the following remedies concurrently or successively, it being the intent hereof that none of such remedies shall be to the exclusion of any other. La Fe may notify Borrower in general terms, in writing, of the actions it intends to take, but is not required to do so. La Fe may change its course of action at any time as determined by La Fe.

Upon determination of a default La Fe may notify Grantee of the:

Nature of the Default

Actions reasonably required to be taken to cure the default

A reasonable time during which Grantee must take all the required action to cure the default, which shall in no event exceed ninety (90) days.

In the event of a default not corrected by the Grantee after notice as specified in Subsection A immediately above, or in the case of any other default hereunder which La Fe declares as an immediate default, La Fe may:

Accelerate the promissory Note and declare the loan to be due and payable and the Grantee shall promptly repay to La Fe an amount equal to the total amount of the loan;

Withhold further disbursement of the proceeds of the loan; and/or

Exercise or pursue any other remedy of cause of action permitted under this Agreement or the loan.

Section 9. ACCESS TO RECORDS, AND RECORDS RETENTION

Grantee shall prepare and maintain proper files, books and records in accordance with generally accepted accounting principles.

La Fe and/or their designees shall have reasonable access to, and a right to make copies of and a right to audit, all of Grantee's files, books and records which they deem pertinent to the performance of this Agreement, all as determined solely in the reasonable exercise of La Fe's discretion. These rights shall continue for the term of this Agreement and the reversionary period.

The records set forth in this section shall be maintained for the term of this Agreement and the reversionary period.

An annual report shall be submitted to La Fe to include the progress on the project and how the monies have been utilized and any revisions to the project scope, time tables and/or budgets. The first report shall be due twelve (12) months after the effective date of this agreement.

Section 10. COMPLIANCE WITH LAW

Grantee shall comply with all applicable federal, state and local laws including City ordinances, codes, regulations, and guidelines. ~~Failure to do so in any manner which~~
~~impairs the quality of Grantee's performance hereunder shall constitute a default.~~

Section 11. DISCRIMINATION PROHIBITED

No person in the United States shall, on the grounds of race, creed, color, religion, national origin, (including immigration status where an alien holds proper work authorization) sex age, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to segregation or discrimination in any way, shape or form in employment or under projects or activities funded in whole or in part with funds made available to the Grantee pursuant to this Agreement.

Section 12. REVERSION OF ASSETS

Upon the expiration or termination of this Agreement, the Grantee shall promptly transfer to La Fe any loan proceeds on hand at the time of expiration or termination, any accounts receivable attributable to the use of loan proceeds, any personal property purchased with proceeds and any claims against third parties based upon the loan proceeds.

Section 13. INSURANCE AND RELATED MATTERS

La Fe shall not be subject to any obligations or liabilities of the Grantee incurred in the performance of this Agreement. The Grantee, and/or its insurer, expressly agrees to indemnify, hold harmless and defend La Fe, its officers, agents, and employees from any and all claims, suits actions, demands, liabilities and obligations of any kind and nature, including injury or death or property damage made upon La Fe, incident to, or arising out of, or in connection with the Grantee's performance under this contract, incurred due to Grantee's negligence, any of Grantee's negligent acts, or any omission to act, any breach of contract, or any actions of the grantee outside the scope of this contract, including any act or omission or negligence by the grantee's agents, employees or subcontractors, all without however waiving any government immunity available to La Fe under Texas law. This indemnity shall cover attorney's fees, court costs, witness expenses, and all other related costs, including awards and settlements and any interest thereon.

Grantee agrees to maintain for the term of this Agreement and the reversionary period, a liability insurance policy in the minimum amounts of Two Hundred Fifty Thousand and No/100 Dollars (\$250,000.00) for each person and Five Hundred Thousand and No/100 Dollars (\$500,000.00 for each single occurrence covering bodily injury or death and One Hundred Thousand Dollars (\$100,000.00) for each single occurrence of damage to or destruction of property. Such insurance shall name La Fe as an additional insured on the policy with regard to all suits, action demands, claims, and liabilities arising out of, occasioned by, or relating to this Agreement or the activities carried out hereunder.

Section 14. GRANTEE'S OWNERSHIP

Grantee shall immediately notify La Fe in writing in the event of any material change in Grantee's ownership, organization, control, management, nonprofit or tax status or insurance status.

Section 15. ASSIGNMENT AND SUBCONTRACTING

Grantee may not assign or otherwise transfer this Agreement either as to obligations or benefits, except for routine subcontracting.

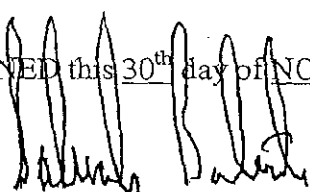
All notices, communications and reports under this Agreement shall be either hand delivered or mailed, postage prepaid in the United States Postal Service to the respective parties at the respective addresses shown below, unless and until either party is otherwise notified in writing:

La Fe: Centro de Salud Familiar La Fe, Inc
608 South St. Vrain
El Paso, TX 79901


Grantee: La Fe Community Development Corporation
520 S. Ochoa
El Paso, TX 79901

This Agreement reflects the final, complete, and exclusive understandings of the parties hereto, and may not be waived, altered, or modified except by written agreement of the parties.

SIGNED this 30th day of NOVEMBER, 2005



Centro de Salud Familiar La Fe, Inc



La Fe Community Development Corporation

The La Fe Preparatory School will base its educational approach on the following essential components: an extended day/extended year program, small class sizes, a dual language program that utilizes a thematically based curriculum, a strong enrichment program, technology integration, and parental involvement. The La Fe Preparatory School will be an extended day/extended year program that will ultimately serve 224 students in Prekindergarten through 5th grade. The school day will last from 7:30am to 5:30pm, which ensures that the children are participating in constructive activities after school while their parents are at work. The students will participate in core academic subjects until 3pm (with a PE class included), and the remainder of the afternoon will be spent participating in enrichment and extracurricular programs. The students will also be required to participate in a summer program that will be based on community and service learning. Such projects will enhance their understanding of leadership and civic engagement and will expose the children to other places besides their immediate community.

The first year of operation, the school will serve Prekindergarten, Kindergarten, and 1st grade, adding an additional grade each year. Each class will have no more than sixteen students, and each grade will have two classes. Ideally each class will be composed of an equal number of native English speakers and native Spanish speakers to create a two-way dual language immersion program. Dual Language Immersion Programs enhance students' higher order thinking skills rather than teaching them the simple acquisition of basic English speech and vocabulary. Students will participate half the day with a fluent English teacher and half the day with a fluent Spanish teacher. The curriculum will be based on school-wide thematic units that are culturally relevant to the students' lives. Culturally relevant thematic units assist the children in fostering a deeper understanding of the subject matter and help students to develop a personal pride for their city and its culture. The first unit to be studied will be the border, and each grade will learn about the border across all subjects. The thematic unit will be un-interrupted to include the enrichment activities provided after school three times a week. Such activities will be unique fine arts classes that relate directly back to the theme being taught in class. The remaining two afternoons a week will provide an opportunity for children to participate in activities that do not necessarily connect to the thematic unit, but are fun and beneficial nonetheless.

Technology will also be a key component of the La Fe Preparatory School. Children will have ample access to computers, educational software, smart boards, and projectors. Each classroom will be equipped with such tools to enable students, parents, and siblings to become truly fluent in technology. In grades 2-5, each child will have their own computer that they can use throughout the day.

A child's success is most often dependent on the support they receive from their parents. The La Fe Preparatory School will work hand-in-hand with Centro de Salud Familiar La Fe to create a Family Learning Center, which will include the La Fe Preparatory School, a Daycare, and an Adult Career Center. This allows an entire family to go to one place to receive their education. Parents will attend classes in a non-threatening environment right

next door to their children's school. As parents begin to feel more comfortable in their own learning environment, they will feel more comfortable participating in their child's education. Parents will have the opportunity to receive GED classes, job training, financial literacy, and most importantly, training on how to be a more supportive parent. The school will sponsor family events such as family dinners to reinforce the importance of the family spending time together. Parents will be encouraged to participate in their child's classroom, lead service learning projects, and take charge of school developments to reinforce family bonds.

Charter School Timeline

February 2006:

- Feb: 23 Charter Application Due
- Feb 28-March 3: National Charter School Conference

May 15, 2006: Final Report Due NCLR

August/September 2006:

- State Board of Education Final Interviews
- SBOE Approval
- Receive startup grant from TEA/Pre-opening grant from NCLR.

October/November 2006: begin interviews for teachers, principals, staff

January 2007: Begin Construction

February 2007: Principal, Teachers begin work

August 2007: Charter School Opening



Centro de Salud Familiar La Fe, Inc.

January 2, 2006

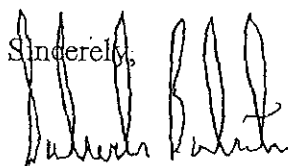
La Fe Community Development Corporation
608 S. St. Vrain
El Paso, TX 79901-1196

Members of the Board

Centro de Salud Familiar La Fe will donate the value of the rent on the property located at 900 Myrtle with an annual rent of Twenty One Thousand Eight Hundred and Forty Dollars (\$21,840) for a period of ten years as per the Commercial Lease Agreement dated January 1, 2006. The property shall only be used for the construction of the proposed La Fe Preparatory School.

If you have any questions or need additional information on this donation please contact me at (915) 534-7979.

"La Salud de la Comunidad es La Fe"

Sincerely,


Salvador Balcorta, M.S.S.W., L.M.S.W.
Chief Executive Officer

Attachment M, Start-Up Budget

Application for an Open-Enrollment Charter School-Twelfth Generation
Start Up Budget Template Instructions

Instructions to complete start up budget template.

1. Enter the name of the sponsoring entity.

La Fe Community Development Corporation

2. Enter the name of the proposed charter school:

La Fe Preparatory School

3. Enter the date range for the proposed charter school's start up budget:

11/01/2006	to	08/31/2007
------------	----	------------
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered in the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Net Assets at Beginning of Year*. Include a description and a dollar amount for each source of funds identified as a net asset.
8. Enter information regarding revenues in the *Schedule of Estimated Revenues*. Include a description and a dollar amount for each source of funds identified as revenues.
9. Enter information regarding expenditures in the *Schedule of Estimated Expenses*.

Application for an Open-Enrollment Charter School-Twelfth Generation
Summary of Estimated Revenues and Expenses

La Fe Community Development Corporation
La Fe Preparatory School

For the period	11/01/2006	to	08/31/2007	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 500,000	\$ -	\$ -	\$ 500,000
Total Estimated Revenues	\$ 100,000	\$ -	\$ -	\$ 100,000
Estimated Expenses:				
6100 Payroll Costs	210,938	-	-	210,938
6200 Professional and Contracted Services	5,000	-	-	5,000
6300 Supplies and Materials	115,510	-	-	115,510
6400 Other Operating Costs	3,000	-	-	3,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 334,448	\$ -	\$ -	\$ 334,448
Change in Net Assets	\$ (234,448)	\$ -	\$ -	\$ (234,448)
Net Assets at End of Year	\$ 265,552	\$ -	\$ -	\$ 265,552

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Net Assets at Beginning of Year

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
<i>Donation from Centro De Salud Familiar La Fe, Inc.</i>	500,000	-	-	500,000
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Net Assets at Beginning of Year	<u>\$ 500,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 500,000</u>

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Estimated Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period	11/01/2006	to	08/31/2007	
Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Federal Start-Up Grant	100,000	-	-	100,000
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Estimated Revenues	\$ 100,000	\$ -	\$ -	\$ 100,000

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period	11/01/2006	to	08/31/2007	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers	-	-	-	-
6119 Salaries or Wages -- Teachers and Other Professional Personnel	148,000	-	-	148,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	-	-	-	-
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	11,322	-	-	11,322
6142 Group Health and Life Insurance	38,400	-	-	38,400
6143 Workers' Compensation	2,176	-	-	2,176
6145 Unemployment Compensation	3,641	-	-	3,641
6146 Teacher Retirement/TRS Care	7,400	-	-	7,400
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 210,938	\$ -	\$ -	\$ 210,938

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	-	-	-	-
6212 Audit Services	-	-	-	-
6219 Professional Services	-	-	-	-
6221 Staff Tuition and Related Fees -- Higher Education	5,000	-	-	5,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	-	-	-	-
6249 Contracted Maintenance and Repair	-	-	-	-
6259 Utilities	-	-	-	-
6269 Rentals -- Operating Leases	-	-	-	-
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 5,000	\$ -	\$ -	\$ 5,000

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-
6319 Supplies for Maintenance and/or Operations	-	-	-	-
6321 Textbooks	-	-	-	-
6329 Reading Materials	16,000	-	-	16,000
6339 Testing Materials	-	-	-	-
6341 Food	-	-	-	-
6342 Non-Food	-	-	-	-
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	10,000	-	-	10,000
6399 General Supplies	89,510	-	-	89,510
Total Supplies and Materials	<u>\$ 115,510</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 115,510</u>

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence -- Employee Only	3,000	-	-	3,000
6412 Travel and Subsistence -- Students	-	-	-	-
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	-	-	-	-
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	-	-	-	-
Total Other Operating Costs	\$ 3,000	\$ -	\$ -	\$ 3,000

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6500 Debt Expense				
6521 Interest on Bonds	-	-	-	-
6522 Capital Lease Interest	-	-	-	-
6523 Interest on Debt	-	-	-	-
6529 Interest Expenses	-	-	-	-
6599 Other Debt Fees	-	-	-	-
Total Debt Expense	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Other Expenses				
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Other Expenses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Total Estimated Expenses	<u>\$ 334,448</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 334,448</u>

Start-Up Budget Calculations		Total Cost
	Description	
6100 Payroll Costs		
	6 teachers @\$15,000+Arts Facilitator@\$5,000+Director of Educational Development @\$15,000+Principal@\$27,000+Administrative Assistant@\$11,000	\$ 148,000
6119		
6141	7.65% of employee's salary	\$ 11,322
6142	8 employees@\$4,800	\$ 38,400
6143	1.47% of employee's salary	\$ 2,175.60
6145	2.46% of employee's salary	\$ 3,640.80
6146	5% of employee's salary	\$ 7,400
6100 Total Expenses		\$210,938.40
6200 Professional and Contracted Services		
6221	8 Employees Professional Development@\$625 each	\$ 5,000
6200 Total		\$ 5,000
6300 Supplies and Materials		
6329	6 teachers choice@\$1000 each + \$10,000 reading series	\$ 16,000
6349	Food Supplies to equip kitchen	\$ 10,000
	6 classrooms equipment@\$10834+Cafeteria furniture@\$4500+Library furniture@\$4554+technology equipment@\$31,000+music room@\$1181+art room@\$1581+Administration@\$9900+PEIMS Software@\$25,000+uniforms@\$960	\$ 89,510
6399		
6300 Total		\$ 115,510
6400 Other Operating Costs		
6400	6 teachers@ \$500 for travel	\$ 3,000
6400 Total		\$ 3,000
Total Expenses		334,448.40

Attachment N, Budget for Year One of Operation

Application for an Open-Enrollment Charter School - Twelfth Generation
Budget Template Instructions

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:
2. Enter the name of the proposed charter school:
3. Enter the date of the fiscal year end:
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered into the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset line item.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (worksheet labeled 5700).
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (worksheet labeled 5800).
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (worksheet labeled 5900).
11. Enter information regarding other sources of funds in the *Schedule of Estimated Revenues from Other Sources* (worksheet labeled Other).
12. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (worksheet labeled 6000).
13. Forward a copy of all the worksheets included in this workbook with the charter application.

Application for an Open-Enrollment Charter School - Twelfth Generation
Summary of Estimated Revenues and Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 265,552	\$ -	\$ -	\$ 265,552
Estimated Revenues:				
5700 Local Sources	-	-	-	-
5800 State Sources	524,324	-	-	524,324
5900 Federal Sources	169,228	-	-	169,228
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 693,552	\$ -	\$ -	\$ 693,552
Estimated Expenses:				
6100 Payroll Costs	636,178	-	-	636,178
6200 Professional and Contracted Services	96,000	-	-	96,000
6300 Supplies and Materials	93,491	-	-	93,491
6400 Other Operating Costs	33,000	-	-	33,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 858,669	\$ -	\$ -	\$ 858,669
Change in Net Assets	\$ (165,117)	\$ -	\$ -	\$ (165,117)
Net Assets at End of Year	\$ 100,435	\$ -	\$ -	\$ 100,435

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Net Assets at Beginning of Year

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried Forward from Start-Up Phase	265,552	-	-	265,552
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Net Assets at Beginning of Year	<u>\$ 265,552</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 265,552</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Local Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passed Through By School Districts	-	-	-	-
5729	Local Revenues Resulting from Services Rendered to Other Schools	-	-	-	-
5741	Earnings from Permanently Restricted Net Assets and Endowments	-	-	-	-
5742	Earnings from Temporary Deposits and Investments	-	-	-	-
5743	Rent	-	-	-	-
5744	Gifts and Bequests	-	-	-	-
5749	Other Revenues from Local Sources				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5751	Food Service Activity	-	-	-	-
5752	Athletic Activities	-	-	-	-
5753	Extracurricular/Cocurricular Activities Other than Athletics	-	-	-	-
5759	Cocurricular, Enterprising Services or Activities				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5769	Miscellaneous Revenues from Intermediate Sources				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total Local Revenues	\$ -	\$ -	\$ -	\$ -

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated State Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	524,324	-	-	524,324
5812	Foundation School Program Act Entitlements	-	-	-	-
5813	Foundation School Program Act Incentive Aid	-	-	-	-
5819	Other Foundation School Program Act Revenues	-	-	-	-
5829	State Program Revenues Distributed by Texas Education Agency	-	-	-	-
5839	State Revenues from State of Texas Government Agencies	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total State Revenues	\$ 524,324	\$ -	\$ -	\$ 524,324

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Federal Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agencies [Enter description here.] [Enter description here.] [Enter description here.]	- - -	- - -	- - -	- - -
5921	School Breakfast Program	22,763	-	-	22,763
5922	National School Lunch Program	46,465	-	-	46,465
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency Start-Up Grant [Enter description here.] [Enter description here.]	100,000 - -	- - -	- - -	100,000 - -
5931	School Health and Related Services	-	-	-	-
5932	Medicaid Administrative Claiming Program	-	-	-	-
5939	Federal Revenues Distributed by Other State of Texas Government Agencies	-	-	-	-
5949	Federal Revenues Distributed Directly from the Federal Government [Enter description here.] [Enter description here.] [Enter description here.]	- - -	- - -	- - -	- - -
	Total Federal Revenues	<u>\$ 169,228</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 169,228</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Revenues from Other Sources

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Other Sources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers	2,250	-	-	2,250
6119 Salaries or Wages -- Teachers and Other Professional Personnel	463,000	-	-	463,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	21,000	-	-	21,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	35,420	-	-	35,420
6142 Group Health and Life Insurance	72,000	-	-	72,000
6143 Workers' Compensation	6,806	-	-	6,806
6145 Unemployment Compensation	11,390	-	-	11,390
6146 Teacher Retirement/TRS Care	24,313	-	-	24,313
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 636,178	\$ -	\$ -	\$ 636,178

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	5,000	-	-	5,000
6212 Audit Services	8,000	-	-	8,000
6219 Professional Services	25,000	-	-	25,000
6221 Staff Tuition and Related Fees -- Higher Education	8,000	-	-	8,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	-	-	-	-
6249 Contracted Maintenance and Repair	15,000	-	-	15,000
6259 Utilities	35,000	-	-	35,000
6269 Rentals -- Operating Leases	-	-	-	-
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 96,000	\$ -	\$ -	\$ 96,000

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-
6319 Supplies for Maintenance and/or Operations	10,800	-	-	10,800
6321 Textbooks	-	-	-	-
6329 Reading Materials	4,000	-	-	4,000
6339 Testing Materials	2,000	-	-	2,000
6341 Food	48,000	-	-	48,000
6342 Non-Food	-	-	-	-
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	7,000	-	-	7,000
6399 General Supplies	21,691	-	-	21,691
Total Supplies and Materials	<u>\$ 93,491</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 93,491</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence -- Employee Only	3,000	-	-	3,000
6412 Travel and Subsistence -- Students	5,000	-	-	5,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	15,000	-	-	15,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	10,000	-	-	10,000
Total Other Operating Costs	<u>\$ 33,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 33,000</u>
6500 Debt Expense				
6521 Interest on Bonds	-	-	-	-
6522 Capital Lease Interest	-	-	-	-
6523 Interest on Debt	-	-	-	-
6529 Interest Expenses	-	-	-	-
6599 Other Debt Fees	-	-	-	-
Total Debt Expense	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
Total Other Expenses	\$ -	\$ -	\$ -	\$ -
Total Estimated Expenses	\$ 858,669	\$ -	\$ -	\$ 858,669

First Year Budget Calculations		
	Description	Total Cost
6100 Payroll Costs		
6112	\$75/day for 6 Teachers who have 5 sick days a year	\$ 2,250
6119	6 teachers @\$34,000+Arts Facilitator@\$30,000+Special Education Specialist@\$34,000+PE Teacher@\$28,000+Director of Educational Development @\$30,000+Principal@\$55,000+Administrative Assistant@\$22,000+PEIMS Administrator@\$28,000+ 2 janitors@\$15,000 each	\$ 461,000
6129	4 employees@ \$9/hour for 2.5 hours a day/5 days a week+\$5000 for tech support	\$ 21,000
6141	7.65% of employee's salary	\$ 35,266.50
6142	15 employees@\$4,800	\$ 72,000
6143	1.47% of employee's salary	\$ 6,776.70
6145	2.46% of employee's salary	\$ 11,340.60
6146	5% of employee's salary	\$ 24,212.50
6100 Total Expenses		\$ 633,846.30
6200 Professional and Contracted Services		
6211	Estimation based on other charters	5000
6212	Normal Audit Fees	8000
6219	Contract Employees \$1000/ week of school	25000
6221	8 Employees Professional Development@\$1000 each	\$ 8,000
6249	Based on contracted maintenance of similar size education building	\$ 15,000
6259	Based on equal size education building	\$ 35,000
6200 Total		\$ 96,000
6300 Supplies and Materials		
6319	Based on needed maintenance supplies of similar size education building	\$ 10,800
6329	8 teachers choice@\$500 each	\$ 4,000
6339	Testing Material for Early Reading Instruments	\$ 2,000
6341	96 students@\$500 a year	\$ 48,000
6349	Food Supplies to equip kitchen	\$ 7,000
6399	2 classrooms equipment@\$3611+ technology equipment@ \$16800+Uniforms@\$1280	\$ 21,691
6300 Total		\$ 93,491
6400 Other Operating Costs		
6411	6 teachers@ \$500 for travel	\$ 3,000
6412	6 classes@\$833 a class	\$ 5,000
6429	Based on equal size education building	\$ 15,000
6499	extra \$ if needed for operating costs	\$ 10,000
6400 Total		\$ 33,000
Total Expenses		856,337.30

Attachment O, a letter of agreement from Centro de Salud Familiar La Fe, Inc. outlining the terms negotiated to date of the service agreement with the La Fe Community Development Corporation for accounting services.



Centro de Salud Familiar La Fe, Inc.

Contractual Agreement for Services of

Accounting Services

This Agreement is made between Centro de Salud Familiar La Fe, Inc. hereinafter called "Center" and La Fe Community Development Corporation, herein called "Contractor" made and entered into on this 1st day of January, 2005 do hereby enter into contract under the following terms and conditions.

Center is a non-profit Corporation organized under the Texas Non-Profit Corporation act, with its principal place of business located at 608 S. St. Vrain Administration Offices, El Paso, TX, El Paso County, Texas; with Services provided at other Business Sites in El Paso County and, in consideration of the mutual covenants and agreements hereinafter contained, the parties hereby agree as follows:

1. **SCOPE OF SERVICES:** Contractor hereby agrees to perform financial accounting, payroll, and/or tax accounting services. The Center will also assure compliance with company policy and procedures, generally accepted Accounting Principles, as well as federal, state and local statutes.
2. **PAYMENT TERM:** In consideration of the services described above, Center hereby agrees to pay the Contractor a maximum fee of \$25.00 hr. for 20 hours and not to exceed 28 hours per week. If progress and/or completion to the reasonable satisfaction of the Center is obtained, compensation shall be paid in accordance with the Accounting policies and procedures of the Center.
3. **SERVICE TERM:** This contract shall begin on January 1, 2005 and shall remain in full force until completion of the services or subject to prior termination as provided in Section 6 and 7.
4. **TAXES:** Contractor is responsible for payment of all applicable taxes from the funds thus received under this Contract.
5. **BUSINESS EXPENSES:** During the term of this Agreement, Center shall pay all related expenses with in the scope of service.
6. **TERMINATION BY CONTRACTOR FOR CAUSE:** The Contactor may at his or her option, immediately terminate this Agreement upon the occurrence of the Center's refusal or failure to cure its breach of the terms and conditions of this Agreement within thirty (30) days following it's receipt of written notice from the Contractor that the Contractor intends to terminate this Agreement, unless the Center cures such breach within thirty (30) days.
7. **TERMINATION FOR CONVENIENCE:** The Center may terminate the Contract at any time by giving thirty (30) days written notice to the Contractor. The Contractor shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

8. **INDEMNIFICATION:** Contractor agrees to, and does hereby hold harmless and fully indemnify the Center and its officers, employees and successors from any and all liability, damage, cost or expense whatsoever incurred, relation to, or by reason of, wrongful acts or omissions of Contractor in the course of any of Contractor's activity within and outside of this agreement.

9. **GOVERNING LAW:** This Agreement shall be interpreted, construed and governed according to the laws of the State of Texas. Any action at law, suit in equity or other judicial proceeding for the enforcement of this contractual agreement or any provision thereof shall be instituted only in a court of competent jurisdiction in the County of El Paso.

10. **AMENDMENTS:** No amendments, variation, modifications or alterations of the terms and conditions of this contractual agreement shall be valid unless in writing and signed by all parties; provided however, the contractual agreement can and will be amended at any time to conform with all federal and state laws and regulations.

11. **DISCRIMINATION CLAUSE:** Contractor agrees not to discriminate in its employment practices, and will render services under this contract without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by Contractor, or failure to comply with these statutory obligations when applicable shall be grounds for termination of this contract.

12. **NOTICE:** All notices require under this Agreement shall be in writing and shall be deemed to have been given at the time they are mailed in any general or branch United States Post Office enclosed in a registered or certified postage-paid envelope addressed to the address of the respective parties stated below or to any changed address either party may have fixed by notice:

Centro De Salud Familiar La Fe, Inc.

608 S. St. Vrain

El Paso, TX 79901

(915) 534-7979

La Fe Community Development Corp

520 S. Ochoa

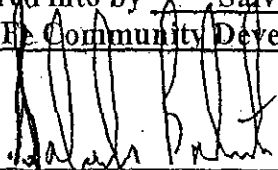
El Paso, Texas 79901

(915) 545-7070

Provided, however, that any notice of change of address shall be effective only on receipt and in writing.

13. **WAIVER:** Failure to insist on strict compliance with any of the terms, covenants, or conditions of this contractual agreement shall not be deemed a waiver of that term, covenant, or condition, nor shall any waiver of relinquishment of any right or power at any one time or times be deemed a waiver or relinquishment of the right or power for all or any other times.

Entered into by Salvador Balcorta, Chief Executive Officer on behalf of Center and La Fe Community Development Corporation, Contractor on this 1st day of January, 2006.



Chief Executive Officer



Contractor

2/17/06

Date

2/17/06

Date

Attachment P, a copy of the negotiated commercial lease agreement from Centro de Salud Familiar La Fe, Inc. for the property on 900 Myrtle, El Paso, TX 79901, on which the school facility will be located.

COMMERCIAL LEASE

STATE OF TEXAS

COUNTY OF EL PASO

This lease is made between Centro de Salud Familiar La Fe, Inc., hereinafter referred to as Lessor, and La Fe Community Development Corporation hereinafter referred to as lessee.

Lessor hereby offers to lease to Lessee the premises located at 900 Myrtle, El Paso, TX 79901 situated in the City of El Paso, TX, County of El Paso, State of TX, upon the following Terms and Conditions:

1. **Terms and Rent.** Lessor demises the above premises for a term of 10 years, commencing January 1, 2006, terminating on December 31, 2016. The consideration for this lease term is Twenty One Thousand Eight Hundred and Forty Dollars (\$21,840.00) per year and payable on a monthly basis at a rate of One Thousand Eight Hundred and Twenty Dollars (\$1,820.00), payable no later than 10th of each month.
2. **Use.** Lessee shall use and occupy approximately 43,680 sq. ft. of the premises for the construction of a School. The premises shall be used for no other purpose. No activities or business will be permitted that is unlawful or against any local, state or federal codes and restriction.
3. **Care and Maintenance of Premises.** Lessee acknowledges that the premises are in good order and repair, unless otherwise indicated herein. Lessee is familiar with the property and accepts it in an "as is" condition and agrees to maintain the premises in a clean and attractive condition and in good repair. Upon termination of this lease, lessee will surrender and deliver up the leased premises to the lessor in the same condition in which it existed at the commencement of this lease excepting only ordinary wear and tear.
4. **Alterations.** Lessees shall not, without first obtaining the written consent of Lessor, make any alterations, additions, or improvements, in, or about the premises.
5. **Ordinances and Statutes.** Lessee shall comply with all statutes, ordinances and requirements of all municipal, state and federal authorities now in force, or which may hereafter in force, pertaining to the premises, occasioned by or affecting the use thereof by Lessee.
6. **Assignment and Subletting.** Lessee shall not assign this lease or sublet any portion of the premises without prior written consent of the Lessor, which shall not be unreasonably withheld. Any such assignment or subletting without consent shall be void and, at the option of the Lessor, may terminate this lease.
7. **Utilities.** Lessee shall be responsible for all payments and deposits on all utilities on the leased portion of the property.

8. **Entries and Inspection.** Lessee shall permit Lessor or Lessor's agents to enter upon the premises at reasonable times and upon reasonable notice, for the purpose of inspecting the same, and will permit Lessor at any time within during the case of an emergency.
9. **Possession.** If Lessor is unable to deliver possession of the premises at the commencement hereof, Lessor shall not be liable for any damage cases thereby, nor shall this lease be void or voidable, but Lessee shall not be liable for any rent until possession is delivered. Lessee may terminate this lease if possession is not delivered within 30 days of the commencement of the term hereof.
10. **Indemnification of Lessor.** Lessor shall not be liable for any damage or injury to Lessee, or any other person, or to any property, occurring on the demised premises or any part thereof, and Lessee agrees to hold Lessor harmless from any claims for damages, no matter how caused.
11. **Insurance.** Lessee, at his expense, shall maintain replacement cost insurance of lessee's furniture, fixtures and equipment, public liability insurance including bodily injury, fire and property damage insuring Lessee and Lessor with minimum bodily injury coverage of \$50,000 per occurrence and property damage coverage with limits of no less than \$200,000 per occurrence. Lessee shall provide Lessor with a Certificate of Insurance showing Lessor as additional insured. The Certificate shall provide for a ten-day written notice to Lessor in the event of cancellation or material change of coverage. Lessor and Lessee each hereby releases the other or the other's property to the extent that Lessor or lessee, as the case may be, is fully compensated for such loss or damage by actual receipt of proceeds from insurance policies covering such loss or damage.

Lesser shall carry fire and extended coverage and vandalism insurance on the building and liability and property damage insurance on the common areas in such amount as deemed necessary.
12. **Liability & Indemnity.** Lessee agrees to indemnify and hold Lessor harmless from all claims including costs and expenses of defending against such claims, arising or alleged to arise from any act or omission of lessee or lessee's agents, employees, contractors customers or invitees, or arising from any injury or damage to any person or the property of any person during the term of this lease in or about the leased premises or building. Lessee agrees to use and occupy the leased premises and other facilities of the building at its own risk and hereby releases lessor, its agents, and employees from all claims for any damage or injury except as may be caused by lessor's sole negligence.

Nobody shall have any right or claim against lessor or its agents or employees for personal and/or bodily injury (fatal or non-fatal), or property damage (whether caused by negligence or the condition of the leased premises of the building by way of subrogation or assignment, lessee hereby waiving and relinquishing any such right.

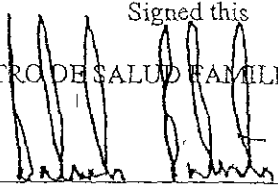
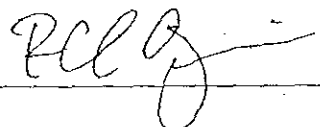
Lessee agrees that lessor shall not be responsible nor liable to lessee, its employees, agents or invitees for bodily injury (fatal or non-fatal) or property damages occasioned by acts or omissions of any other tenant or such tenant's employees, agents, customers or invitees within the building.
13. **Eminent Domain.** If the premises or any part thereof or any estate therein, or any other part of the building materially affective Lessee's use of the premises, shall be taken by eminent domain, this lease shall terminate on the date when title vests pursuant to such taking. The rent, and any additional rent, shall be apportioned as of the termination date, and any rent paid for any payment in lieu thereof, but Lessee may file a claim for any taking of fixtures and improvements owned by Lessee, and for moving expenses.

14. **Destruction of Premises.** In the event of a partial destruction of the premises during the term hereof from any cause, Lessor shall forthwith repair the same, provided that such repairs can be made within one hundred and twenty (120) days under existing governmental laws and regulations, but such partial destruction shall not terminate this lease, except that Lessee shall be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs shall interfere with the business of Lessee on the premises. If such repairs cannot be made within said one hundred and twenty (120) days, Lessor, at his option, may make the same within a reasonable time, this lease continuing in effect with the rent proportionately abate as aforesaid, and in the event that Lessor shall not elect to make such repairs which cannot be made within one hundred and twenty (120) days, this lease may be terminated at the option of either party. In the event that the building in which the demised premises may not be situated is destroyed to an extent of not less than one-third of the replacement costs thereof, Lessor may elect to terminate this lease whether the demised premises be injured or not. A total destruction of the building in which the premises may be situated shall terminate this lease.
15. **Lessor's Remedies on Default.** If Lessee defaults on the payment of rent, or any additional rent, or defaults in the performance or any of the other covenants or conditions hereof, Lessor may give Lessor notice of such default and if Lessee does not cure any such default within 30 days, after the giving of such notice (or if such other default is of such nature that it cannot be completely cured with such period, if Lessee does not commence such curing within such 30 days and thereafter proceed with reasonable diligence and in good faith to cure such default), then Lessor may terminate this lease on not less than 30 days' notice to Lessee. On the date specified in such notice the term of this lease shall terminate, and Lessee shall then quit and surrender the premises to Lessor, without extinguishing Lessee's liability. If this lease shall have been so terminated by the Lessor, Lessor may at any time thereafter resume possession of the premises by any lawful means and remove Lessee or other occupants and their effects. No failure to enforce any term shall be deemed a waiver.
16. **Security Deposit.** Lessees shall deposit with Lessor on the signing of this lease the sum of _____ (\$ _____), the amount of one month's rent as security for the performance of Lessee's obligations under this lease, including without limitation the surrender of possession of the premises to Lessor as herein provided. If Lessor applies any part of the deposit to cure any default of Lessee, Lessee shall on demand deposit with Lessor the amount so applied so that Lessor shall have the full deposit on hand at all times during the term of the lease.
17. **Attorney's Fees.** In case suit should be brought for recovery of the premises, or for any sum due hereunder, or because of any act which may arise out of the possession of the premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including a reasonable attorney's fee.
18. **Waiver.** No failure of Lessor to enforce any term hereof shall be deemed to be a waiver.
19. **Notices.** Any notice which either party may or are required to give, shall be given by mailing the same, postage prepaid, to Lessee at the premises, or Lessor at the address specified above, or at such other places as may be designated by the parties from time to time.
20. **Heirs, Assigns, Successors.** This lease is binding upon and inures to the benefit of the heirs, assigns and successors in interest to the parties.
21. **Option to Renew.** Provided that Lessee is not in default in the performance of the lease, Lessee shall have the option to renew the lease for an additional term of 60 months commencing at the expiration of the initial lease term. All of the terms and conditions of the lease shall apply during the renewal term except that the monthly rent shall be determined upon renewal of the contract. The option shall be exercised by written notice given to Lessor not less than 30 days prior to the expiration of the initial lease term. If notice is not given in the manner provided herein within the time specified, this option shall expire.

22. Entire Agreement. The foregoing constitutes the entire agreement between the parties and may be modified only by a writing signed by both parties. The following Exhibits, if any, have been made a part of this lease before the parties' execution hereof:

Signed this 1st day of January 2006

CENTRO DE SALUD FAMILIAR LA FE, INC. La Fe Community Development Corporation

By:  Lessor By:  Lessee

Information Regarding Instructional Facilities

Please provide the following information concerning the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new charter school(s) will be located.

Name of Agency that Issues Certificates of Occupancy: City of El Paso Development Services Department

Name Agency Contact Person: Joel Guzman

Telephone No. for Agency Contact Person: 915-541-4795

Address of Agency: 2 Civic Center Plaza 5th Floor El Paso, Texas 79901

If a certificate of occupancy has not yet been received, please state the approximate wait time between the initial submission of forms and the final approval. 1 Week

List any special requirements that the local agency has for instructional facilities.

None

List any other pertinent information.

None

APPLICATION FOR ADMISSION
Submit application to 520 S. Ochoa El Paso, TX 79901
For more information, call 533-6800

Parent/Guardian:
Last Name: _____ First Name: _____
Relationship: Mother _____ Father _____ Other _____ (check one)
Home Phone: () _____ Mobile Phone: () _____
Other Phone: () _____ E-mail Address: _____
Street Address: _____
City: _____ State: _____ Zip Code: _____

Please Complete For Any Students You Wish To Enroll

Student #1
Last Name: _____ First Name: _____
Date of Birth: Month: _____ Day: _____ Year: _____
Grade (for the 2007-2008 school year) PK K 1 (circle one)
Additional siblings submitting an application to the La Fe Preparatory School: (Student #2) (Student #3) (circle one)

For School Use Only - Number: _____

Student #2
Last Name: _____ First Name: _____
Date of Birth: Month: _____ Day: _____ Year: _____
Grade (for the 2007-2008 school year) PK K 1 (circle one)
Additional siblings submitting an application to the La Fe Preparatory School: (Student #2) (Student #3) (circle one)

For School Use Only - Number: _____

Student #3
Last Name: _____ First Name: _____
Date of Birth: Month: _____ Day: _____ Year: _____
Grade (for the 2007-2008 school year) PK K 1 (circle one)
Additional siblings submitting an application to the La Fe Preparatory School: (Student #2) (Student #3) (circle one)

For School Use Only - Number: _____

Comments/Questions: _____

Do you have another child who is not listed that may submit an application for admission at a later date?

Last Name: _____ First Name: _____

La Fe Preparatory School

SOLICITUD DE ADMISIÓN

Traer consigo esta aplicación a 520 S. Ochoa El Paso, TX 79901
Con preguntas, llama a 533-6800

Padres/Custodio Legal:

Apellido Paterno: _____ Nombre: _____

Relación: Madre _____ Padres _____ Otro _____ (seleccionar)

Teléfono Residencial: () _____ Teléfono Celular: () _____

Otro Teléfono: () _____ Correo Electrónico: _____

Dirección: _____

Ciudad: _____ Estado: _____ Código Postal: _____

Favor de Llenar Para Aquellos Estudiantes Que Vayan a Matricular

Estudiante #1

Apellido Paterno: _____ Nombre: _____

Fecha de Nacimiento: Mes _____ Día: _____ Año: _____

Nivel Académico (para el año escolar 2007) PK K 1 (seleccionar)

Hermanos (as) adicionales sometiendo solicitud a La Fe Preparatory School: (Estudiante #2) (#3) (seleccionar los que aplican)

Para Uso Escolar Únicamente - Número:

Estudiante #2

Apellido Paterno: _____ Nombre: _____

Fecha de Nacimiento: Mes _____ Día: _____ Año: _____

Nivel Académico (para el año escolar 2007) PK K 1 (seleccionar)

Hermanos (as) adicionales sometiendo solicitud a La Fe Preparatory School: (Estudiante #2) (#3) (seleccionar los que aplican)

Para Uso Escolar Únicamente - Número:

Estudiante #3

Apellido Paterno: _____ Nombre: _____

Fecha de Nacimiento: Mes _____ Día: _____ Año: _____

Nivel Académico (para el año escolar 2007) PK K 1 (seleccionar)

Hermanos (as) adicionales sometiendo solicitud a La Fe Preparatory School: (Estudiante #2) (#3) (seleccionar los que aplican)

Para Uso Escolar Únicamente - Número:

Comentarios/Preguntas: _____

Tiene algún hijo (a) que no este lista y que quiera someter una aplicación en una fecha futura?

Apellido Paterno: _____ Nombre: _____

PARENTS AND STUDENTS, JOIN US **FEBRUARY 5TH, 2007** TO LEARN MORE ABOUT A NEW
SCHOOL OPENING IN YOUR NEIGHBORHOOD. THE **LA FE PREPARATORY SCHOOL** IS AN
ELEMENTARY CHARTER SCHOOL DESIGNED SPECIFICALLY FOR
CHILDREN AND FAMILIES LIVING IN SOUTH CENTRAL EL PASO. THE SCHOOL WILL OPEN IN
AUGUST 2007 WITH PRE-K, KINDERGARTEN, AND 1ST GRADE.

La Fe Preparatory School Offers:

- Free Tuition
- Small Class Sizes
(limited to 15 students per class)
- Dual Language in Spanish & English
- Culturally Relevant Curriculum
- After School and Summer Program for all
students
- School Uniforms

Our Goals:

- Every child will enjoy school.
- Promote student success with small class sizes,
enabling teachers to provide more individual
attention to each student.
- Every student will be bilingual in both Spanish and
English with a multi-cultural awareness.
- Students have the opportunity to explore and
participate in the arts.
- Parents will be given the skills to participate in
their children's education.
- Students will have the confidence to take on
challenges and be a leader in the community.

JOIN US AND LEARN:
FEBRUARY 5TH, 2007
6:00 PM
LA FE CULTURAL
&
TECHNOLOGY CENTER
720 S. OCHOA (REAR BUILDING)
SNACKS & REFRESHMENTS PROVIDED

La Fe Preparatory School

Enrollment

2007-2008

APPROVED DURING CONTINGENCY PROCESS

Student Information:

Last Name: _____ First Name: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____

Date of Birth: Month: _____ Day: _____ Year: _____ Grade to begin 2007: _____

Gender: Male _____ Female _____

School previously attended: _____ Grade Completed: _____

Emergency Contact Person: _____ Phone: () _____

Family Information

FATHER:

Name: _____

Street Address (if different from above): _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____ Mobile Phone: () _____

Work Phone: () _____ E-Mail Address: _____

Profession: _____

MOTHER:

Name: _____

Street Address (if different from above): _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____ Mobile Phone: () _____

Work Phone: () _____ E-Mail Address: _____

Profession: _____

LEGAL GUARDIAN (if applicable):

Name: _____

Street Address (if different from above): _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____ Mobile Phone: () _____

Work Phone: () _____ E-Mail Address: _____

Profession: _____

SIBLINGS:

Name: _____ Age: _____ School Attending: _____

Name: _____ Age: _____ School Attending: _____

Name: _____ Age: _____ School Attending: _____

Name: _____ Age: _____ School Attending: _____

Last Name: _____

Enrollment Form (page 2)
2007-2008

Language Survey:

Language Spoken at home: (Check one) English _____ Spanish _____ Other _____

Student's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by student: _____

Mother's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by mother: _____

Father's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by father : _____

Guardian's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by guardian: _____

Attachments:

Please attach the following with the enrollment package:

1. Copy of current year physical.
2. Copy of current immunizations.
3. Application for National Lunch Program (provided).

I authorize that all information provided is accurate.

Signature of parent/guardian

Date

Print Name of parent/guardian

La Fe Preparatory School

Dear Parent/Guardian:

Children need healthy meals to learn. **The La Fe Preparatory School** offers healthy meals every school day. Breakfast costs [TBA]; lunch costs [TBA]. Your children may qualify for free meals or for reduced-price meals. Reduced price is [TBA] for breakfast and [TBA] for lunch.

1. Do I need to fill out an application for each child? No. Complete the application to apply for free or reduced-price meals. Use one Free and Reduced-Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. **Return the completed application to: The La Fe Preparatory School, 520 S. Ochoa El Paso, TX 79901, 915-533-6800.**

2. Who can get free meals? Children in households getting Food Stamps or TANF and most foster children can get free meals regardless of your income. Also, your children can get free meals if your household income is within the free limits on the Federal Income Guidelines.

3. Can homeless, runaway and migrant children get free meals? Please call the school to see if your child(ren) qualify, if you have not been informed that they will get free meals.

4. Who can get reduced price meals? Your children can get low cost meals if your household income is within the reduced-price limits on the Federal Income Chart, shown on this application.

5. Should I fill out an application if I got a letter this school year saying my children are approved for free or reduced-price meals? Please read the letter you got carefully and follow the instructions. Call the school at [phone number] if you have questions.

6. I get WIC. Can my child(ren) get free meals? Children in households participating in WIC may be eligible for free or reduced-price meals. Please fill out an application.

7. Will the information I give be checked? Yes, we may ask you to send written proof.

8. If I don't qualify now, may I apply later? Yes. You may apply at any time during the school year if your household size goes up, income goes down, or if you start getting Food Stamps, TANF or other benefits. If you lose your job, your children may be able to get free or reduced-price meals.

9. What if I disagree with the school's decision about my application? You should talk to school officials. You also may ask for a hearing by calling or writing to: **Amy O'Rourke, 520 S. Ochoa El Paso, TX 79901, 915-533-6800.**

10. May I apply if someone in my household is not a U.S. citizen? Yes. You or your child(ren) do not have to be a U.S. citizen to qualify for free or reduced-price meals.

11. Who should I include as members of my household? You must include all people living in your household, related or not (such as grandparents, other relatives or friends). You must include yourself and all children who live with you.

12. What if my income is not always the same? List the amount that you normally get. For example, if you normally get \$1000 each month, but you missed some work last month and only got \$900, put down that you get \$1000 per month. If you normally get overtime, include it, but not if you get it only sometimes.

13. We are in the military, do we include our housing allowance as income? If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. All other allowances must be included in your gross income.

If you have other questions or need help, call 915-533-6800. *Si necesita ayuda, por favor llame al teléfono: 915-533-6800. Si vous voudriez d'aide, contactez nous au numero: 915-533-6800.*

Sincerely,
Amy O'Rourke

Your children may qualify for free or reduced-price meals if your household income falls within the limits on this chart.

FEDERAL INCOME CHART For School Year 2006-07			
Household size	Yearly	Monthly	Weekly
1	18,130	1,511	349
2	24,420	2,035	470
3	30,710	2,560	591
4	37,000	3,084	712
5	43,290	3,608	833
6	49,580	4,132	954
7	55,870	4,656	1,075
8	62,160	5,180	1,196
Each additional person:	6,290	525	121

Instructions for Applying — 2006-07

Use a separate application for each foster child. List other children together.

If you are applying for a FOSTER CHILD, follow these instructions:

Part 1: List the child's name, school and grade.

Part 2: List the child's personal use monthly income, if any.

Part 3: Skip this part.

Part 4: Sign the form. A Social Security Number is not necessary.

If your household receives FOOD STAMPS OR TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF), follow these instructions:

Part 1: List each child's name, school, grade and Food Stamp or TANF case number.

Part 2: Skip this part.

Part 3: Skip this part.

Part 4: Sign the form. A Social Security Number is not necessary.

ALL OTHER HOUSEHOLDS, follow these instructions:

Part 1: List each child's name, school and grade. **Optional (Social Security Number, Student I.D. or Date of Birth)**

Part 2: Skip this part.

Part 3: Follow these instructions to report last month's household income.

Column 1 — Name: List the last, first and middle initial of **each** person living in your household, related or not (such as grandparents, other relatives or friends). You must include yourself and all children. Attach another sheet of paper if needed.

Column 2 — Last month's income and how often it is received: For each person who receives income, write the amount received and how often it is received.

Employment Income: List the **gross income** for each person. It is not the same as take-home pay. **Gross income is the amount earned before taxes and deductions.** It should be listed on your pay stub or your boss can tell you. Next to the amount, write how often you receive it — weekly (W), every 2 weeks (E), twice a month (T) or monthly (M).

Other Income: List the amount each person receives from **all other sources**. Include welfare, child support, alimony, pensions, retirement, Social Security, Worker's Compensation, unemployment, strike benefits, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), disability benefits, regular contributions from people who do not live in your household and **ANY OTHER INCOME**. Report net income for self-owned business, farm or rental income. Next to the amount, write how often the person receives it.

Column 3 — Check if no income: If the person does not have any income, check the box.

Part 4: An adult household member must sign the form and list his or her Social Security Number or mark the box if he or she doesn't have one.

Privacy Act Statement: This explains how we will use the information you give us. The National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your children for free or reduced-price meals. The Social Security Number of the adult household member who signs the application is required unless you list Food Stamp or TANF case numbers for all children you are applying for OR if you are applying for a foster child. You must check the "I do not have a Social Security Number" box if the adult household member signing the application does not have a Social Security Number. We WILL use your information to see if your children are eligible for free or reduced-price meals, to operate the program, and to enforce the rules of the program. We MAY share your eligibility information with education, health and nutrition programs to help them evaluate, fund or determine benefits for their programs, auditors for program reviews and law enforcement officials to help them look into misuse of program rules.

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Multi-Child Free and Reduced-Price School Meals Application for 2006-07

District/Charter School

Part 1. Children in School (Use a separate application for each foster child.)

Names of all children in school (Last, First, Middle Initial)	School Name	Social Security #, Student I.D. or Date of Birth (OPTIONAL)	Grade	Food Stamp or TANF case # (if any)
1.				
2.				
3.				
4.				
5.				
6.				

If you listed a Food Stamp/TANF case # for one child, skip to Part 4.

Part 2. Foster Child

If this application is for a child who is the legal responsibility of a welfare agency or court, check box ☐ and list the amount of the child's personal use monthly income: \$ _____. Skip to Part 4.

Part 3. Household Members and Gross Income From Last Month (List each person in the household. For each person who receives income, write the amount received and how often it is received.)

1. Name. (List everyone in household.)	2. Income and how often it is received. Weekly (W), Every 2 Weeks (E), Twice a Month (T), Monthly (M).				3. Check if NO Income.
	Earnings from work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security	Other	
Example: Smith, Jane B.	\$200/E	\$50/M			<input type="checkbox"/>
1.					<input type="checkbox"/>
2.					<input type="checkbox"/>
3.					<input type="checkbox"/>
4.					<input type="checkbox"/>
5.					<input type="checkbox"/>
6.					<input type="checkbox"/>
7.					<input type="checkbox"/>
8.					<input type="checkbox"/>
9.					<input type="checkbox"/>

Part 4. Signature and Social Security Number (Adult must sign.)

An adult household member must sign the application. If Part 3 is completed, the adult signing the form must also list his or her Social Security Number or mark the "I do not have a Social Security Number" box. (See Privacy Act Statement on the "Instructions for Applying" page.)

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted.

Sign here: _____ Date: _____

Social Security Number: _____ - _____ - _____ ☐ I do not have a Social Security Number.

Printed Name: _____ Home Phone: _____ Work Phone: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

Do not fill out this part. For school use only.

Monthly Income Conversion: Weekly x 4.33, Every 2 Weeks x 2.15, Twice A Month x 2

Monthly Income: _____ Household Size: _____ FS/TANF: _____ Date Withdrawn: _____

Eligibility: Free: _____ Reduced: _____ Denied: _____ Reason: _____

Temporary: Free: _____ Time Period: _____ (expires after _____ days)

Reviewing Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Follow-up Official's Signature: _____ Date: _____

Multi-Child Free and Reduced-Price School Meals Application for 2006-07 — continuation sheet

Part 1. Children in School — continuation sheet

Names of all children in school (Last, First, Middle Initial)	School Name	Social Security #, Student I.D. or Date of Birth (OPTIONAL)	Grade	Food Stamp or TANF case # (if any)
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Part 3. Household Members and Gross Income From Last Month (List each person in the household. For each person who receives income, write the amount received and how often it is received.)

1. Name. (List everyone in household.)	2. Income and how often it is received. Weekly (W), Every 2 Weeks (E), Twice a Month (T), Monthly (M).				3. Check if NO Income.
	Earnings from work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security	Other	
10.					<input type="checkbox"/>
11.					<input type="checkbox"/>
12.					<input type="checkbox"/>
13.					<input type="checkbox"/>
14.					<input type="checkbox"/>
15.					<input type="checkbox"/>
16.					<input type="checkbox"/>
17.					<input type="checkbox"/>
18.					<input type="checkbox"/>
19.					<input type="checkbox"/>
20.					<input type="checkbox"/>
21.					<input type="checkbox"/>

Privacy Act Statement: This explains how we will use the information you give us. The National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your children for free or reduced-price meals. The Social Security Number of the adult household member who signs the application is required unless you list Food Stamp or TANF case numbers for all children you are applying for OR if you are applying for a foster child. You must check the "I do not have a Social Security Number" box if the adult household member signing the application does not have a Social Security Number. We WILL use your information to see if your children are eligible for free or reduced-price meals, to operate the program, and to enforce the rules of the program. We MAY share your eligibility information with education, health and nutrition programs to help them evaluate, fund or determine benefits for their programs, auditors for program reviews and law enforcement officials to help them look into misuse of program rules.

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

La Fe Preparatory School

Forma de Inscripción

2007-2008

Información del estudiante:

Apellido: _____ Nombre: _____

Domicilio: _____

Cuidad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____

Fecha de Nacimiento: Mes: _____ Día: _____ Año: _____ Grado Escolar en 2007: _____

Género: Masculino _____ Femenino _____

Escuela atendida previamente: _____ Grado Terminado: _____

Contacto de emergencia: _____ Teléfono: () _____

Información de la familia

PADRE:

Nombre: _____

Domicilio (si es diferente): _____

Cuidad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____ Teléfono Celular: () _____

Teléfono del trabajo: () _____ Correo Electrónico: _____

Profesión: _____

MADRE:

Nombre: _____

Domicilio (si es diferente): _____

Cuidad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____ Teléfono Celular: () _____

Teléfono del trabajo: () _____ Correo Electrónico: _____

Profesión: _____

Guardián Legal (si es aplicable):

Nombre: _____

Domicilio (si es diferente): _____

Cuidad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____ Teléfono Celular: () _____

Teléfono del trabajo: () _____ Correo Electrónico: _____

Profesión: _____

HERMANOS:

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Apellido: _____

Forma de Inscripción (página 2)

2007-2008

Encuesta de lenguaje:

Lenguaje que hablan en la casa: (Marque uno) Inglés _____ Español _____ Otro: _____

Lenguaje dominante del estudiante: (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por el estudiante: _____

Lenguaje dominante de la Madre: (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por la Madre: _____

Lenguaje dominante del Padre : (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por el Padre: _____

Lenguaje dominante del guardián: (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por el guardián: _____

Aditamentos:

Por favor incluya lo siguiente con el paquete de inscripción:

1. Copia de el físico actual.
2. Copia de inmunizaciones actuales.
3. Aplicación del programa National del Almuerzo (proporcionado).

Autorizo que toda la información porporcionado es exacta.

Firma de Padres/ Guardián

Fecha

Escriba su nombre en letra de molde

La Fe Preparatory School

Estimado Padre de Familia/Encargado:

Los niños necesitan comida nutritiva para aprender. La Fe Preparatory School ofrece comidas nutritivas todos los días escolares. El desayuno cuesta [TBA] y el almuerzo [TBA]. Sus niños podrían calificar para comidas gratis o a precio reducido. El precio reducido es de [TBA] para el desayuno y [TBA] para el almuerzo.

1. ¿Es necesario llenar una solicitud para cada niño? No. Complete la forma para solicitar comidas gratis o a precio reducido. Use una solicitud para comidas gratis o a precio reducido para todos los estudiantes en su hogar. Asegúrese de llenar la solicitud con toda la información requerida ya que no podemos aprobar solicitudes incompletas. **Devuelva la solicitud completa a: La Fe Preparatory School, 520 S. Ochoa El Paso, TX 79901, 915-533-6800.**

2. ¿Quién puede recibir comidas gratis? Niños en hogares que reciben Cupones para Alimentos o TANF y la mayoría de los menores bajo la supervisión de servicios sociales pueden recibir comidas gratis sin importar sus ingresos. También si su ingreso familiar está dentro de los límites de la Tabla Federal de Ingresos, sus niños pueden recibir comidas gratis.

3. ¿Pueden los niños sin hogar, niños que han abandonado su hogar y niños emigrantes recibir comidas gratis? Si no le han informado que sus hijos recibirán comidas gratis, por favor comuníquese con la escuela para verificar si sus hijos califican.

4. ¿Quién puede recibir comidas a precio reducido? Sus hijos pueden recibir comidas a precio reducido si su ingreso familiar está dentro de los límites de la Tabla Federal de Ingresos mostrada en esta solicitud.

5. ¿Debo llenar una solicitud si este año escolar recibí una carta que dice que mis hijos fueron aprobados para comidas gratis o a precio reducido? Por favor, lea la carta que recibió y siga las instrucciones. Llame a la escuela al 533-6800 si tiene preguntas.

6. Yo recibo WIC. ¿Pueden mis hijos recibir comidas gratis? Niños en hogares que participan en WIC podrían ser elegibles para recibir comidas gratis o a precio reducido. Por favor llene una solicitud.

7. ¿Será verificada la información que yo provea? Sí, nosotros podríamos pedirle que envíe prueba escrita de la información provista.

8. Si yo no califico ahora ¿puedo solicitar más tarde? Sí. Usted puede solicitar en cualquier momento durante el año escolar si el tamaño de su familia aumenta, sus ingresos disminuyen, o si comienza a recibir Cupones para Alimentos o TANF. Si usted pierde su trabajo, sus niños podrían recibir comidas gratis o a precio reducido durante el tiempo que usted esté sin empleo.

9. ¿Qué pasa si no estoy de acuerdo con la decisión de la escuela con respecto a mi solicitud? Usted deberá hablar con los oficiales de la escuela. También podría solicitar una audiencia ya sea llamando o escribiendo a: **Amy O'Rourke, 520 S. Ochoa El Paso, TX 79901, 915-533-6800**

10. ¿Puedo solicitar aunque alguien en mi hogar no sea ciudadano americano? Sí. Ni usted ni sus niños necesitan ser ciudadanos americanos para recibir comidas gratis o a precio reducido.

11. ¿A quienes tengo que incluir como miembros de mi familia? Usted debe incluir a todas las personas que vivan en su hogar aunque no sean parientes suyos (por ejemplo, abuelos, otros parientes o amigos). Usted también debe incluirse a sí mismo y a todos los niños que viven con usted.

12. ¿Qué pasa si mi ingreso no es siempre igual? Anote la cantidad que usted recibe regularmente. Por ejemplo, si usted normalmente recibe \$1000 al mes pero se ausentó al trabajo el mes pasado y solo recibió \$900, anote que usted recibe \$1000 al mes. Si usted generalmente cobra por horas extras de trabajo incluya esa cantidad, pero no es necesario incluirla si solo trabaja horas extras a veces.

13. Nosotros estamos en el servicio militar, ¿debemos incluir nuestro subsidio para vivienda como parte de nuestro ingreso? Si su vivienda es parte de la Iniciativa de Privatización de Viviendas para Militares usted no necesita incluir el subsidio para vivienda como parte de su ingreso. Otros suplementos deben ser incluidos como parte de su ingreso.

Si usted tiene otras preguntas, por favor llame al: **915-533-6800**

Sinceramente,
Amy O'Rourke

Sus niños podrían calificar para comidas gratis o de precio reducido si el ingreso de su hogar cae dentro de los siguientes límites.

Tabla Federal de Ingreso para 2006-07			
Tamaño de la Casa	Anualmente	Mesual	Semanal
1	18,130	1,511	349
2	24,420	2,035	470
3	30,710	2,560	591
4	37,000	3,084	712
5	43,290	3,608	833
6	49,580	4,132	954
7	55,870	4,656	1,075
8	62,160	5,180	1,196
Cada persona adicional	6,290	525	121

INSTRUCCIONES PARA LLENAR LA SOLICITUD – 2006 -2007

Si su familia recibe CUPONES DE ALIMENTOS o TANF, siga estas instrucciones:

Parte 1: Anote los nombres de los niños, escuela, grado y el número de caso de cupones para alimentos o TANF

Parte 2: Salte esta parte.

Parte 3: Salte esta parte.

Parte 4: Firme la solicitud. El número de Seguro Social no es necesario.

Si usted está solicitando para un HIJO DE CRIANZA, siga estas instrucciones:

Parte 1: Use una solicitud diferente para cada hijo de crianza. Anote el nombre del niño, escuela, y grado.

Parte 2: Marque el cuadro y anote la cantidad del ingreso mensual personal del niño, si alguno.

Parte 3: Salte esta parte.

Parte 4: Firme la solicitud. El número de Seguro Social no es necesario.

PARA TODOS LOS DEMÁS MIEMBROS DE LA FAMILIA, incluyendo los que reciben WIC, siga estas instrucciones:

Parte 1: Anote el nombre de cada niño, escuela y grado.

Parte 2: Salte esta parte.

Parte 3: Siga estas instrucciones para reportar el ingreso total de la familia del mes pasado.

Columna 1– Nombre: Anote el nombre y apellido de cada una de las personas que vive en su hogar ya sean o no parientes (tal como abuelos, otros parientes o amigos). Usted debe incluirse a si mismo y a todos los demás niños que viven con usted. Añada otra página si es necesario.

Columna 2– Ingreso del mes pasado y cuantas veces fue recibido: Al lado del nombre de cada persona escriba los tipos de ingresos que recibieron el mes pasado y cuantas veces los recibieron. Por ejemplo, *Ingresos de empleo:* Escriba el **ingreso bruto** que cada persona ganó. Esta cantidad no es lo mismo que usted lleva a casa. **Ingreso bruto es la cantidad que usted gana antes de impuestos y deducciones.** La cantidad aparecerá en su comprobante de pago o su jefe le puede decir. Al lado de la cantidad, escriba cuantas veces la recibió (semanalmente, cada otra semana, dos veces al mes o mensualmente). *Otros Ingresos:* Anote la cantidad que cada persona recibió el mes pasado de; asistencia pública, sustento de menores, pensión de divorcio, (segunda columna), pensión de jubilación, Seguro Social (tercera columna) y CUALQUIER OTRO INGRESO (cuarta columna). En las demás columnas incluya, compensación laboral, desempleo, beneficios de huelga, Ingreso Social Suplementario (SSI, por sus siglas en inglés), beneficios de Veteranos, beneficios por incapacidad, contribuciones regulares de personas que no viven en su casa, y CUALQUIER OTRO INGRESO. Declare el ingreso neto por ser dueño de negocio propio, finca o algún otro ingreso de renta. Al lado de la cantidad, escriba cuán frecuentemente lo recibió la persona. Si usted es parte de la Iniciativa de Privatización de Viviendas para Militares no incluya el subsidio para vivienda.

Columna 3– Marque si no hay ingresos: Si la persona no tiene ingresos, marque el cuadro.

Parte 4: Un adulto debe firmar la solicitud y anotar su número de Seguro Social o marcar el cuadro si no tiene uno.

Declaración del Acta de Privacidad: Esto explica como nosotros usaremos la información que usted nos provea.

La Ley Nacional de Almuerzo Escolar, Richard B. Russell, exige la información en esta solicitud. Usted no tiene que proveer la información pero si no lo hace, nosotros no podemos autorizar que sus hijos reciban comidas gratis o a precio reducido. Se requiere el número de Seguro Social del miembro adulto del hogar quien firma la solicitud. El número de Seguro Social no es necesario si usted está solicitando para un hijo de crianza o usted anota el número de caso de Cupones para Alimentos, Asistencia Temporal para Familias Necesitadas (TANF, por sus siglas en inglés) o el Programa de Distribución de Alimentos en Reservaciones Indígenas (FDPIR, por sus siglas en inglés) asignados a los niños para los cuales está solicitando. Tampoco es necesario proveer el número de Seguro Social si usted indica que el miembro adulto del hogar que firmó la solicitud no tiene un número de Seguro Social. Nosotros usaremos su información para evaluar si sus hijos califican para comidas gratis o a precio reducido, para desarrollar el programa, y para hacer cumplir con las reglas del programa. Nosotros PODRÍAMOS compartir su información de elegibilidad con programas de educación, salud y nutrición para ayudar a esos programas a evaluar, financiar o determinar beneficios; con auditores que revisan programas; y con personal de justicia para ayudarles a investigar violaciones a las reglas de estos programas.

Declaración de No-Discriminación: Esto explica qué hacer si usted cree que se le ha tratado injustamente. De acuerdo con la ley Federal y la política del Departamento de Agricultura, está prohibido que esta institución discrimine por motivo de raza, color, nacionalidad, sexo, edad o incapacidad. Para presentar una queja por discriminación, por favor escriba a *USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington DC 20250-9410* o llame al (800) 795-3272 o 202-720-5964 (voz y TDD). USDA no discrimina en sus programas y empleo.

SOLICITUD DE NIÑOS MÚLTIPLES PARA COMIDAS ESCOLARES GRATIS O A PRECIO REDUCIDO 2006-2007

Distrito/Escuela
(District/Charter School)

Parte 1. Niños en escuela (Use una solicitud diferente para cada hijo de crianza)				
Apellido, Nombre, Inicial del Segundo Nombre	Nombre de la Escuela	Número de Seguro Social, identificación de estudiante o fecha de nacimiento (opcional)	Grado	# de Cupones de Alimentos o TANF (si aplica).
1.				
2.				
3.				
4.				
5.				
6.				

Si anotó el número de cupones de alimentos/TANF para uno de los niños, vaya a la parte 4.

Parte 2. Hijo de Crianza

Si esta solicitud es para un niño que es responsabilidad de una agencia de bienestar social o una corte, marque este cuadro ☐ luego anote la cantidad de ingreso personal que recibe el niño mensualmente: \$ _____. Vaya a la parte 4.

Parte 3. Miembros del hogar que viven en casa e ingreso bruto del mes pasado de su hogar. (Indique cada persona que vive en la casa. Para cada persona que recibe un ingreso, escriba la cantidad que recibe y cuándo lo recibe.)

1. Nombre (Anoté a todos en su hogar)	2. Ingreso bruto y frecuencia <i>Ejemplo: \$100/mes \$100/dos veces al mes \$100/cada 2 semanas \$100/semanales</i>				3. Marque si no hay ingresos
	Ganancias del trabajo antes de deducciones	Asistencia de beneficios sociales, sustento de menores, pensión de divorcio	Pensiones, jubilación, Ingresos de Seguro Social	Otros Ingresos	
(Ejemplo) Smith, Jane B.	\$200/semanales	\$150/semanales	\$100/mes		<input type="checkbox"/>
1.					<input type="checkbox"/>
2.					<input type="checkbox"/>
3.					<input type="checkbox"/>
4.					<input type="checkbox"/>
5.					<input type="checkbox"/>
6.					<input type="checkbox"/>
7.					<input type="checkbox"/>
8.					<input type="checkbox"/>

Parte 4. Firma y Número de Seguro Social (Un Adulto debe firmar)

Un miembro adulto de la familia deberá firmar esta solicitud. Si completa la parte 3, el adulto que firma la solicitud deberá anotar su número de Seguro Social o marcar el cuadro que indica que no tiene número de Seguro Social. (Vea el Acta de Privacidad al dorso.)

Prometo que toda la información en esta solicitud es verdadera y que he reportado todos los ingresos. Entiendo que la escuela recibirá fondos Federales basado en la información que yo provea. Entiendo que los oficiales de la escuela pueden verificar dicha información. Entiendo que si deliberadamente proveo información falsa, mis niños podrían perder los beneficios de comidas y yo podría ser procesado legalmente.

Firme Aquí: X _____ Nombre deletreado: _____ Fecha: _____

Dirección: _____ Teléfono: _____

Número de Seguro Social: _____ - _____ - _____ ☐ No tengo número de Seguro Social

No escriba en esta área. Esto es para uso oficial de la escuela.

Monthly Income Conversion: Weekly x 4.33, Every 2 Weeks x 2.15, Twice A Month x 2
 Monthly Income: _____ Household size: _____ Date Withdrawn: _____

Eligibility: Free _____ TANF/FS Free: _____ Reduced _____ Denied _____ Reason: _____

Temporary: Free _____ Time Period: _____ (expires after _____ days)

Reviewing Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Date: _____

Follow-up Official's Signature: _____ Date: _____

SOLICITUD DE NIÑOS MÚLTIPLES PARA COMIDAS ESCOLARES GRATIS O A PRECIO REDUCIDO 2006-2007—continuado

Parte 1. Niños en escuela (Use una solicitud diferente para cada hijo de crianza)—continuado

Apellido, Nombre, Inicial del Segundo Nombre	Nombre de la Escuela	Número de Seguro Social, identificación de estudiante o fecha de nacimiento (opcional)	Grado	# de Cupones de Alimentos o TANF (si aplica).
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Parte 3. Miembros del hogar que viven en casa e ingreso bruto del mes pasado de su hogar. (Indique cada persona que vive en la casa. Para cada persona que recibe un ingreso, escriba la cantidad que recibe y cuándo la recibe.)

1. Nombre (Anoté a todos en su hogar) 2. Ingreso bruto y frecuencia
Ejemplo: \$100/mes \$100/dos veces al mes \$100/cada 2 semanas \$100/semanales 3. Marque si no hay ingresos

	Ganancias del trabajo antes de deducciones	Asistencia de beneficios sociales, sustento de menores, pensión de divorcio	Pensiones, jubilación, ingresos de Seguro Social	Otros ingresos	
9.					<input type="checkbox"/>
10.					<input type="checkbox"/>
11.					<input type="checkbox"/>
12.					<input type="checkbox"/>
13.					<input type="checkbox"/>
14.					<input type="checkbox"/>
15.					<input type="checkbox"/>
16.					<input type="checkbox"/>
17.					<input type="checkbox"/>
18.					<input type="checkbox"/>
19.					<input type="checkbox"/>
20.					<input type="checkbox"/>

Declaración del Acta de Privacidad: Esto explica como nosotros usaremos la información que usted nos provea.

La Ley Nacional de Almuerzo Escolar, Richard B. Russell, exige la información en esta solicitud. Usted no tiene que proveer la información pero si no lo hace, nosotros no podemos autorizar que sus hijos reciban comidas gratis o a precio reducido. Se requiere el número de Seguro Social del miembro adulto del hogar quien firma la solicitud. El número de Seguro Social no es necesario si usted está solicitando para un hijo de crianza o usted anota el número de caso de Cupones para Alimentos, Asistencia Temporal para Familias Necesitadas (TANF, por sus siglas en inglés) o el Programa de Distribución de Alimentos en Reservas Indígenas (FDPIR, por sus siglas en inglés) asignados a los niños para los cuales está solicitando. Tampoco es necesario proveer el número de Seguro Social si usted indica que el miembro adulto del hogar que firmó la solicitud no tiene un número de Seguro Social. Nosotros usaremos su información para evaluar si sus hijos califican para comidas gratis o a precio reducido, para desarrollar el programa, y para hacer cumplir con las reglas del programa. Nosotros PODRÍAMOS compartir su información de elegibilidad con programas de educación, salud y nutrición para ayudar a esos programas a evaluar, financiar o determinar beneficios; con auditores que revisan programas; y con personal de justicia para ayudarles a investigar violaciones a las reglas de estos programas.

Declaración de No-Discriminación: Esto explica qué hacer si usted cree que se le ha tratado injustamente. De acuerdo con la ley Federal y la política del Departamento de Agricultura, está prohibido que esta institución discrimine por motivo de raza, color, nacionalidad, sexo, edad o incapacidad. Para presentar una queja por discriminación, por favor escriba a *USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington DC 20250-9410* o llame al (800) 795-3272 o 202-720-5964 (voz y TDD). USDA no discrimina en sus programas y empleo.

La Fe Community Development Corporation
Official Name of Charter Holder

74-2991952
FEI No./Taxpayer ID

La Fe Preparatory School
Charter School Name

County-District No.

TEXAS EDUCATION AGENCY

Division of Planning and Grant Reporting

General Application of Assurances for Federal Programs Administered by the U.S. Department of Education

Authority for Data Collection: 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512) 463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

Typed Name of Authorized Official of Charter Holder	Date	Telephone	Authorized Original Signature (blue ink)	
Robert Gonzales	1-4-07	915-533-6800		
Typed Title of Authorized Official of Charter Holder				
Chairman of the Board of Directors				
Address of Charter Holder		City	State	Zip Code
520 S. Ochoa		El Paso	TX	79901

Return original to:
Texas Education Agency
William B. Travis Bldg.
Document Control Center, Room 6-108
1701 North Congress
Austin, Texas 78701

FEB - 1 2007

DE/GA/CS-001R03

ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

Assurance is hereby given that:

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f * of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including —
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

* Section 1232f, United States Code, Title 20, Education

RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

DF/GA/CS-001R03

Special Education Assurances and Development of Policies and Procedures

Electronic Submission of Charter Policies and Procedures Assurances

Pursuant to 34 Code of Federal Regulations (CFR) §300.201, each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

Applicant Assurance Statement

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. The charter holder will develop its policies and procedures through the online Legal Framework.

Future Updates to Policies and Procedures


Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

Technical Assistance

For questions concerning or information about the electronic submission of charter policies and procedures, please contact your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

Assurance Statement

By signing below, the sponsoring entity assures that the proposed charter school will have in place upon opening policies and procedures that ensure implementation of IDEA 2004 and all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.


(BLUE INK) Signature of CEO of Sponsoring Entity

1/4/07
Date

Baker, Margaret

From: Amy H O'Rourke [Amy.ORourke@lafe-ep.org]
Sent: Friday, December 01, 2006 5:54 PM
To: Baker, Margaret
Subject: RE: promotional materials

Dear Ms. Baker,

I wanted to follow-up with you in regards to the La Fe Preparatory School leasing a building from the El Paso ISD and its effect on the legal issues in our app. Our target date to sign the lease was the first of the year, but the process was not as simple as they initially expected. EPISD has assured us that we will be able to move forward shortly after the new year. You had said to hold off on submitting the revisions for the legal issues in the application until we had decided on the location. Is that still ok as they will not be submitted until after the Dec 21st deadline? If so, I wanted to double check that you want us to send all legal revisions at once and not send those that are resolved by Dec. 21st.

Thanks for your help.
Amy

La Fe Community Development Corporation
520 S. Ochoa
El Paso, TX 79901
(915) 533-6804

From: Baker, Margaret [mailto:Margaret.Baker@tea.state.tx.us]
Sent: Tue 11/14/2006 2:11 PM
To: Amy H O'Rourke
Subject: RE: promotional materials

I'm only concerned about the content of the materials not the format or design. I want to clarify the things I need to review.

What I called the "admissions application" is a very basic form that only requests things like name, address, date of birth, parent contact info, etc. You should not require any academic info or info regarding gender, race, etc. in this document. The purpose of this form is to confirm that the applicant is eligible for admission based on his/her age and residency. It is okay to include the application as part of your brochure.

After you have offered admission to a student, then you may require them to complete an "enrollment packet" if they decide to register. These forms usually have all of the info in the admissions application but also include academic information, a home language survey, emergency contact info, free lunch application, request for records from previous school, etc.

I want to see your admissions app, brochure, and enrollment documents. Let me know if you have any questions.

Maggie Baker
Senior Counsel
TEA Division of Legal Services

(512) 463-9720

12/11/2006

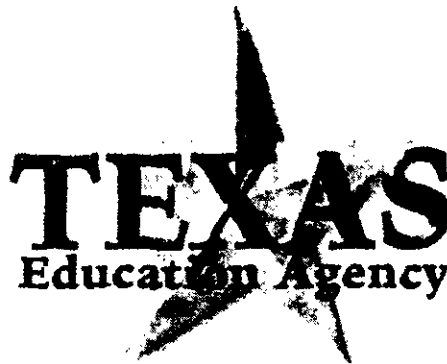
From: Amy H O'Rourke [mailto:Amy.ORourke@lafe-ep.org]
Sent: Tuesday, November 14, 2006 2:45 PM
To: Baker, Margaret
Subject: promotional materials

Dear Ms. Baker,

We are planning to have the enrollment form and promotional material all on one 3-fold pamphlet. With our revisions, is it alright to submit each of the *pages that will be included in the pamphlet* as we will not have those printed and binded until closer to the enrollment period? Or do we need to submit exactly what will be passed out?

Thanks for your help,
Amy

La Fe Community Development Corporation
520 S. Ochoa
El Paso, TX 79901
(915) 533-6804



Charter School Division

Generation 12 Applicant Interview

Documents

Mary Perry

September 7 – 8, 2006

DIVISION OF CHARTER SCHOOLS
APPLICATION REVIEW/CONTINGENCIES
GENERATION 12 APPLICANT

Proposed Charter School: La Fe Preparatory School
Proposed Charter Holder: La Fe Preparatory School
New or Conversion: New
Employer ID Number (EIN): 74-2991952
Education Service Center: XIX

AREAS	Information and Issues Identified
Grades Served	<ul style="list-style-type: none"> Yr 1 PreK4-1st Yr 2 PreK4-2nd Yr 3 PreK4-3rd
Maximum Enrollment	<ul style="list-style-type: none"> 224
Number of Sites	<ul style="list-style-type: none"> 1 900 Myrtle St, El Paso, TX 79901
Education Plan	<ul style="list-style-type: none"> Page 43 State that it is understood the school must be open-enrollment and admit students based on a lottery if oversubscribed. It is not permissible to arrange the same number of English speakers and Spanish speakers. ✓
Teacher to Student Ratio	<ul style="list-style-type: none"> P. 43 states that "The teacher-to-student ratio will be 1:10. The number of students in each classroom will not exceed 16." P. 7 states that the school will have "sixteen students in a classroom and no more." Clarify the teacher-to-student ratio. Provide a firm ratio. ✓
Student Goals	<ul style="list-style-type: none"> OK
Human Resources Information	<ul style="list-style-type: none"> P. 51 states that "The Director of Educational Development will be responsible for planning, implementing, and supervising the development and management of the family learning center. The family learning center will be composed of La Preparatory School, the Adult Career Center, and La Fe Daycare Center." Clearly state the funding source(s) for the Director of Educational Development. ✓ P. 57 State that the core academic subjects as defined by NCLB include English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts (theater arts, dance, music, and art) history, and geography. ✓
Community Support	OK
Geographic Boundaries	<ul style="list-style-type: none"> The La Fe School will accept students from a portion of the El Paso Independent School District. The boundary, in basic terms, will be the area that falls North of the Cesar Chavez Memorial Highway, South of Scenic Drive and Wheeling,

DIVISION OF CHARTER SCHOOLS
APPLICATION REVIEW/CONTINGENCIES
GENERATION 12 APPLICANT

	West of Copia Street, and East of Paisano.
Other	<ul style="list-style-type: none"> ▪ P. 9 Clearly state that TEKS <u>shall</u> be used for developing curriculum in all subject areas for all grade levels. ✓ ▪ P. 9 3rd paragraph states that "By creating a family learning center, parents will seek career training, parental training, daycare, and healthcare in the same warm, supportive environment as their children." Explain the funding source(s) for this project. ✓ ▪ Page 11 State that it is understood the school must be open-enrollment and admit students based on a lottery if oversubscribed. It is not permissible to arrange the same number of English speakers and Spanish speakers. ✓ ▪ P. 12 paragraph on <i>Integrated Technology</i> states that "Every student in 2nd-5th grade will be given a Thin Client to use wirelessly at school." However, P. 1 indicates that PreK4-3rd grade will be served in Year 3. Please confirm that the plan is to add a grade a year to 5th grade. ✓ ▪ P. 54 La Fe Community Development Corporation, sponsoring entity for the proposed charter, is involved with three different educational endeavors to be known as the Family Learning Center. They are La Fe Preparatory School, Adult Career Center, and La Fe Daycare. Demonstrate that persons involved with the proposed charter understand that the entity shall not commingle funds. ✓
Assurance Documents	Signed Assurances related to the requirements of bilingual/ESL programs, Section 504 of the Rehabilitation Act of 1973, and dyslexia programs will be required if a charter is awarded. In addition, a special education and federal assurance document is required prior to the execution of a charter contract.

REVISED LEGAL REVIEW OF GENERATION 12 APPLICATION

Proposed School: La Fe Preparatory School

Sponsoring Entity: La Fe Community Development Corporation

AREAS REVIEWED	Issues Identified
Coversheet	It may be necessary to revise the application coversheet to reflect changes to the address of the campus, etc.
Governance Structure	<ul style="list-style-type: none">• The duties of the secondary board (item "q" on p. 69) need to be clarified.• The bylaws should clarify that any meeting at which charter school issues are discussed will be conducted in accordance with the Texas Open Meetings Act (TOMA).• The charter holder board may need to undergo restructuring if it has any business dealings with Centro de Salud Familiar La Fe, Inc. since the two organizations share several board members and employees.
Admissions Policy	<ul style="list-style-type: none">• The application period set forth on p. 73 should not include a year.• The admissions application, enrollment form(s), and promotional materials must be submitted for review.
Nonprofit Status	A copy of the most recent IRS letter concerning the sponsoring entity's exempt status should be provided.
Facilities	<ul style="list-style-type: none">• The charter holder must complete the attached form relating to the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new school will be located.• Before the school opens, the charter holder will be required to submit a copy of the certificate of occupancy for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a <u>school</u>.• If the charter holder decides to lease a facility other than the one described in the application, the sections of the application concerning facilities will need to be revised.

REVISED LEGAL REVIEW OF GENERATION 12 APPLICATION

Proposed School: La Fe Preparatory School

Sponsoring Entity: La Fe Community Development Corporation

AREAS REVIEWED	Issues Identified
Coversheet	It may be necessary to revise the application coversheet to reflect changes to the address of the campus, etc.
Governance Structure	<ul style="list-style-type: none">• The duties of the secondary board (item "q" on p. 69) need to be clarified.• The bylaws should clarify that any meeting at which charter school issues are discussed will be conducted in accordance with the Texas Open Meetings Act (TOMA).• The charter holder board may need to undergo restructuring if it has any business dealings with Centro de Salud Familiar La Fe, Inc. since the two organizations share several board members and employees.
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Facilities	<ul style="list-style-type: none">• The charter holder must complete the attached form relating to the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new school will be located.• Before the school opens, the charter holder will be required to submit a copy of the certificate of occupancy for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a <u>school</u>.• If the charter holder decides to lease a facility other than the one described in the application, the sections of the application concerning facilities will need to be revised.

Legal Division
Maggie Baker

In the original application there were two contractual agreements between with the La Fe Community Development Corporation and Centro de Salud Familiar La Fe. The first was a contractual agreement for Centro de Salud Familiar La Fe to provide accounting services to the La Fe Preparatory School. The La Fe Preparatory School has decided to hire a full time accountant, and therefore the services from Centro de Salud Familiar La Fe are no longer needed. As such, the aforementioned contractual agreement no longer exists. The second contract was a lease for the school facility. The La Fe Preparatory School is attempting to enter a lease with the El Paso Independent School District to lease an existing school facility, and therefore the contract with Centro de Salud Familiar La Fe for the property no longer exists. As such, there are no existing or planning contractual agreements between the La Fe Preparatory School and Centro de Salud Familiar La Fe which could cause a conflict of interest between the two organizations. Revisions have been made to the application to reflect the aforementioned changes.

The information on Page 73 regarding the application period should be deleted and replaced with the following:

- a) The La Fe Preparatory School will require applicants to submit a completed application during one of the following three enrollment periods:**

- March 1-March 31

- May 1-May 31

- July 1- July 31

Attached is a copy of the most recent IRS letter concerning the La Fe Community Development Corporation's tax exempt status.

As requested, attached is a copy of the application packet in both English and Spanish, the brochure that is included with the application package, and the enrollment package in both English and Spanish.

Charter Revisions
Charter School Division
Mary Perry

The information regarding the dual language program on Page 43 should be deleted and replaced with:

Dual Language: The La Fe Preparatory School will use a 50/50 two-way dual language program. Half the students in the classroom will be native English speakers and the other half will be native Spanish speakers. Eighty-six percent of families in the Segundo Barrio speak predominantly Spanish, so therefore the La Fe Preparatory School will accept students from surrounding neighborhoods (who tend to speak English) in attempt to establish a balanced dual language program. It is understood that the school must be open-enrollment and admit students based on a lottery if oversubscribed. It is not permissible to arrange an equal number of English speakers and Spanish speakers. With a mixed student composition, all children are able to serve as both language models and language learners. This structure has proven to be very successful. The La Fe Preparatory School is determined to cognitively and academically develop both English and Spanish skills in all their students. The students will spend half the day with a fluent English teacher and half the day with a fluent Spanish teacher. Teachers will coordinate lesson plans and will both follow the same curriculum in their respective languages. English and Spanish instruction will alternate weekly in each subject area. For example, one week, a class will be instructed in English for Math and Social Studies and in Spanish for Language Arts and Science. The following week, the children will switch and be instructed in Spanish for Math and Social Studies and in English for Language Arts and Science.

The information regarding the teacher-to-student ratio on Page 43 should be deleted and replaced with:

The teacher-to-student ratio will be 1:16. The number of students in each classroom will not exceed 16. There will be two classes per grade. The first year, the La Fe Preparatory School will have Prekindergarten, Kindergarten, and First grade, serving 96 students. An additional grade will be added until 5th grade. There will be a maximum enrollment of 224 students. With each additional year, two classroom teachers will be hired.

On Page 51, the first paragraph that contains information concerning the Director of Educational Development should be deleted and replaced with:

Director of Educational Development

The Director of Educational Development will be responsible for planning, implementing, and supervising the development and management of the family learning center. The family learning center will be composed of the La Fe Preparatory School, the Adult Career Center, and the La Fe Daycare Center. It should be noted that the funds to pay the salary of the Director of Educational Development will be split between the La Fe Preparatory School and the La Fe Community Development Corporation.

On Page 57, section h should be deleted and replaced with:

- h) The La Fe Preparatory School will be in compliance with the No Child Left Behind Act and will hire teachers that are highly qualified in core academic subjects. The core subjects as defined by NCLB include English, Language Arts, mathematics, science, foreign language, civics and government, economics, arts (theater arts, dance, music, and art), history, and geography). Teachers will be required to have a minimum of a bachelor's degree and a teacher's certification. Special Education and ESL teachers will be required to be certified

The second paragraph on Page 9 concerning the use of the TEKS in creating the curriculum should be deleted and replaced with:

The charter school model is appropriate for the La Fe Preparatory School because it provides an opportunity to provide a multicultural curriculum. The Texas Essential Knowledge and Skills will be used as a guide for curriculum development, and from that, the La Fe Preparatory School will expand the curriculum with culturally rich thematic units that will foster pride in the Mexican-American heritage of the students and an appreciation and understanding of all cultures. The cultural enrichment can be extended into the time allocated to extracurricular activities. Everyday, the children will have an opportunity to engage in fine arts activities that are continuations of the thematic unit being explored.

The information in the third paragraph on Page 9 concerning the Family Learning Center should be deleted and replaced with:

Welcoming families and the community will be essential to the success of the La Fe Preparatory School. Often parents in the Segundo Barrio do not involve themselves with activities at school because they felt inadequate when attending school. By creating a family learning center, parents will seek career training, parental training, daycare, and healthcare in the same warm, supportive environment as their children. (It is to be noted that the funds to pay for the Family Learning Center will be provided by local funds from the La Fe Community Development Corporation and will be completely separate from those of the La Fe Preparatory School.) Parents will be encouraged to help in the classroom, to read to classes, to participate in school-wide projects, and to maintain a continual conversation with teachers about their child's progress. On Saturdays when the students participate in service learning projects or community learning projects, the parents will be the drivers, organizing the activities and acting as a mentor to the children. Parents will gain trust of the school and will feel more at ease with being in a school environment. As a result, they will be more involved with their child's education. The surrounding public schools lack an equivalent methodology that addresses the whole family and their needs.

The information regarding the dual language program on Page 11 should be deleted and replaced with:

Dual Language: The La Fe Preparatory School will use a 50/50 two-way dual language program. Half the students in the classroom will be native English speakers and the other half will be native Spanish speakers. Eighty-six percent of families in the Segundo Barrio speak predominantly Spanish, so therefore the La Fe Preparatory School will accept students from surrounding neighborhoods (who speak predominantly English) in attempt to establish a balanced dual language program. It is understood that the school must be open-enrollment and admit students based on a lottery if oversubscribed. It is not permissible to arrange an equal number of English speakers and Spanish speakers. With a mixed composition, all children are able to serve as both language models and language learners. This structure has proven to be very successful. The La Fe Preparatory School is determined to cognitively and academically develop both English and Spanish skills in all its students. The students will spend half the day with a fluent English teacher and half the day with a fluent Spanish teacher. Teachers will coordinate lesson plans and will both be following the same curriculum in their respective languages. English and Spanish instruction will alternate weekly in each subject area. For example, a class will be instructed in English for Math and Social Studies for and in Spanish for Language Arts and Science for one week and then switch.

The information regarding Integrated Technology on Pages 12 and 13 should be deleted and replaced with the following:

Integrated Technology: The La Fe Preparatory School will use Thin Clients, a laptop that can wirelessly connect to a central server for internet connections and to educational software, but which has a very small hard drive (they are far less expensive than a laptop and do not have to be updated as frequently). The central server will store all the educational and internet software necessary for the school. Each PreK-1st grade class will have five Thin Clients for general classroom use. ***All teachers will be trained to use to the Thin Clients and the educational software.*** With five computers in the classroom, the teacher can divide the class into groups, having five students at a computer reinforcing their Math, Reading, Science, or Social Studies skills. The teacher will then be left with a far smaller group and the individual attention given to each child will be increased considerably. Once the school reaches its full capacity by the fifth year by adding one grade a year until reaching 5th grade, every student in 2nd-5th grade will be given a Thin Client to use wirelessly at school. Each grade will share an interactive smart board, a digital projector, and five digital cameras. The school will be open after school hours every night so that children and parents have the opportunity to use the computers when needed. In addition, laptops will be available for parents and students to checkout and take home. It is important that the students be able to use the computer with their parents and siblings. Often parents do not have access to technology, so by allowing the students to use the computer with their parents at school or at home means that they can teach their parents computers skills while reinforcing their own skills. Moreover, parents are uncomfortable helping their children with homework because they are insecure with their ability to help. When a child and parent use the educational software together, the parent is involved with their child's education, which is beneficial for the child, and the parent is reinforcing their basic academic skills and gaining confidence.

The information on Page 54 regarding the salary of the Director of Educational Development and his/her involvement with the La Fe Community Development Corporation's "Family Learning Center" should be deleted and replaced with the following:

The Director of Educational Development is responsible for the development of the Family Learning Center, which encompasses the La Fe Preparatory School, Adult Career Center, and La Fe Daycare. The Director of Educational Development and the Board of Directors of the La Fe CDC understand that funds for the La Fe Daycare and Adult Career Center cannot be commingled with those of the La Fe Preparatory School. The Director will dedicate 50% of his/her time on the La Fe Preparatory School and the other 50% of his/her time of the Adult Career Center and the La Fe Daycare. The salary for the Director of Educational Development will initially be \$65,000. The La Fe Preparatory School will only be responsible for paying the Director half of his/her salary (\$32,500), and the La Fe Community Development Corporation will pay the other half (\$32,500). The school officer will receive an annual increase of \$1000, \$500 of which will come from the La Fe Preparatory School, \$500 of which will come from the La Fe Community Development Corporation. This relationship will continue for the duration of the Director of Educational Development's involvement with the three different educational endeavors.

Financial Audits Division
Janice Hollingsworth

Question 1:

The information concerning the mandatory after school program, school on Saturdays, and the summer program on pages 8, 11, 45, 77, and 183 should include the following statement:

All activities taking place after school, on Saturdays, and during the summer will be funded through local revenues. There will be no charge to the parents of the school's students for these services.

The information on page 8 regarding the mandatory after school program should be deleted and replaced with the following:

KIPP Shine Prep and IDEA Academy have had tremendous success with their extended day/extended year model. After visiting both schools and speaking with their staff and students, the La Fe Preparatory School Coordinator has used these two schools as models for the La Fe Preparatory School. As such, the La Fe Preparatory School has adopted their strategy of keeping the children at school longer each day and for more days a year. The school day will begin at 7:30am when the students arrive and eat breakfast together. The students will be involved with core curriculum subjects from 8am-3pm. From 3pm-5:30pm, the students will embark on different artistic, musical, athletic, cultural, and community adventures. Once a month, the parents will join their children to eat dinner together at school. All children will be assigned homework every night. One Saturday a month, the students will participate in service learning projects with their parents, siblings, and members of the community. During the summer, the students will attend school for academic support as well community learning projects. (It should be noted that all programs that take place after school, on Saturdays, or during the summer will be funded through local revenues. There will be no charge to the parents of the school's students for these services.) The children will have a very demanding schedule, but as the subject matter will be relevant to their lives and their community, they will foster a desire to achieve and be proud of their hard work.

The information on page 11 regarding the mandatory after school program, school on Saturdays, and the summer program should be deleted and replaced with the following:

Extended Day/Extended Year: The La Fe Preparatory School will require that its students arrive at school at 7:30am to eat breakfast with their teacher. During this time, students will learn dining etiquette and have a morning meeting. Classes will begin at 8am, lunch and an afternoon snack will be provided for all students, and the students will stay at school until 5:30pm. Students will be required to attend school one Saturday a month to participate in a service learning or community learning project. This will allow working parents, who are not able to participate in school activities during the week, to become involved with their child's education. The La Fe Preparatory School will operate the 180 days that the public schools are in session; in addition, the La Fe Preparatory School will also have a summer program which will focus on remediation, athletics, enrichment, and experiential learning. All extended day/extended year programs that take place will be funded through local revenues. There will be no charge to the parents of the school's students for these services.

The information on page 45 regarding the mandatory after school program should be deleted and replaced with the following:

All students are required to participate in after school activities from 3:00-5:30, Monday-Friday. After school programs will not exceed 20 students in each activity. After school programs will be funded through local revenues, and no charge will be required of the parents of the school's students for these services.

In regards to the concern on page 77 in regards to the funding for the summer program, it is understood that the summer program would be paid for by local funds. However, due to needed changes by the Special Education department, we took out all mention of the required summer program from page 77. Therefore there is no mention of the cost to parents and that it is to be paid for my local funds. The information in question on page 77 has been changed and should be replaced with:

- g) Children who receive special education services will be reviewed by their ARD Committee to determine if the child will lose critical skills during school vacations. If the ARD Committee concludes that the child receive services during extended school vacations, then Extended Year Services (EYS) will be provided as indicated in the IEP. Children will be able to receive individual special education services required during the summer or other school vacations as identified in their IEPs to work on identified goals and objectives that will diminish over extended breaks from school. The special education specialist will provide the special education services if indicated in the child's IEP. If other professionals are required as indicated in the IEP, the Special Education Specialist will coordinate with those contractual professionals as necessary. During any extended break from school, should a child require related services including transportation, psychological counseling, physical therapy, school health services, speech-language services, and social-work, such services will be provided. It should be noted that local revenues will fund the summer program that is mandatory for all students whose ARD Committee **does not** require services during school vacations.

The information on page 183 regarding the mandatory after school program should include the following sentence at the end of paragraph one:

It is to be noted that all activities taking place after school, on Saturdays, and during the summer will be funded through local revenues. There will be no charge to the parents of the school's students for these services.

Question 2:

In regards to the concern about funding the Enrichment and Extracurricular after school programs, the following table provides a detailed cost allocation plan which identifies all costs to be funded by local revenue and all shared costs and the calculations as support.

Below is a description of the costs to be paid for by local funds during the planning year (start-up budget) and for the first year of operation. Such costs include the supplies, rent, utilities, staff, and maintenance for the after school and summer program.

Start-Up Budget Calculations			
	Description	Total Cost	Local Costs
6100 Payroll Costs			
6119	Director of Educational Development @\$15,000 +Principal@\$27,000+Administrative Assistant@\$11,000	\$ 53,000	
6129	6 teachers serving as consultants@\$15,000+Arts Facilitator as consultant@\$5,000	\$ 95,000	
6141	7.65% of all employees' salary	\$ 11,322	
6142	3 employees@\$4,800	\$ 14,400	
6143	1.47% of all employees' salary	\$ 2,175.60	
6145	2.46% of all employees' salary	\$ 3,640.80	
6146	5% of all employees' salary	\$ 7,400	
6100 Total Expenses		\$186,938.40	
6200 Professional and Contracted Services			
6221	8 Employees Professional Development@\$625 each	\$ 5,000	
6200 Total		\$ 5,000	
6300 Supplies and Materials			
6329	6 teachers choice@\$1000 each + \$10,000 reading series	\$ 16,000	
6349	Food Supplies to equip kitchen	\$ 10,000	
6399	6 classrooms equipment@\$10834+Cafeteria furniture@\$4500+Library furniture@\$4554+technology equipment@\$31,000+music room@\$1181+art room@\$1581+Administration@\$9900+PEIMS Software@\$25,000+uniforms@\$960 (local)	\$ 89,510	\$ 960
6300 Total		\$ 115,510	\$ 960
6400 Other Operating Costs			
6400	6 teachers@ \$500 for travel	\$ 3,000	
6400 Total		\$ 3,000	
Total Expenses		\$310,448.40	\$ 960

	Description	Total Cost	Local Costs
6100 Payroll Costs			
6112	\$75/day for 6 Teachers who have 5 sick days a year	\$ 2,250	
6119	6 teachers @\$40,000 (\$2,324/teacher-local funds for Saturday class&Summer Program)+Arts Facilitator@\$30,000 (half-local funds)+Special Education Specialist@\$40,000+PE Teacher@\$28,000+Director of Educational Development @\$32,500+Principal@\$60,000+Administrative Assistant@\$22,000+PEIMS Administrator@\$40,000+ 2 janitors@\$16,500 each (\$1,250/janitor from local)	\$ 511,000	\$ 31,444
6129	4 employees@ \$9/hour for 2.5 hours a day/5 days a week for 36 weeks (local)	\$ 16,200	\$ 16,200
6141	7.65% of employee's salary	\$ 40,330.80	
6142	15 employees@\$4,800	\$ 72,000	
6143	1.47% of employee's salary	\$ 7,749.84	
6145	2.46% of employee's salary	\$ 12,969.12	
6146	5% of employee's salary	\$ 26,472.50	
6100 Total Expenses		\$ 688,972.26	\$ 47,644
6200 Professional and Contracted Services			
6211	Estimation based on other charters	\$ 5,000	
6212	Normal Audit Fees	\$ 8,000	
6219	Technology support staff (\$70 per hour, 2 hours/week for 36 weeks)	\$ 5,040	
6221	8 Employees Professional Development@\$1000 each	\$ 8,000	
6249	Based on contracted maintenance of similar size education building	\$ 15,000	
6259	Based on equal size education building (\$7,059 for after school and summer program--local funds)	\$ 35,000	\$ 7,059
6269	Rentals- Operating Lease for school occupancy@\$100,000. Includes Summer program rent@\$4,110 and After School rent@ \$10,959 (both local funds)	\$ 100,000	\$ 15,069
6200 Total		\$ 176,040	\$ 7,059
6300 Supplies and Materials			
6319	Based on needed maintenance supplies of similar size education building (\$900 local for summer program)	\$ 10,800	\$ 900
6329	8 teachers choice@\$500 each	\$ 4,000	
6339	Testing Material for Early Reading Instruments	\$ 2,000	
6341	96 students@\$500 a year+ Family Dinners budgeted at \$13,000 (local funds)	\$ 61,000	\$ 13,000
6349	Food Supplies to equip kitchen	\$ 7,000	
6399	2 classrooms equipment@\$3611+ technology equipment@ \$1680+Uniforms@\$1280 (local)+after school/summer supplies@\$11,000 (local)	\$ 32,691	\$ 12,280
6300 Total		\$ 117,491	\$ 26,180
6400 Other Operating Costs			
6411	6 teachers@ \$500 for travel	\$ 3,000	

6412	6 classes@\$833 a class	\$	5,000	
6429	Based on equal size education building	\$	15,000	
6494	Reclassification Transportation Expenses (\$2172 for a driver and gas+\$40,000 purchase of vehicle)	\$	42,172	
6499	extra \$ if needed for operating costs	\$	10,000	
6400 Total		\$	35,172	
Total Expenses		\$	1,057,675.26	\$ 80,883

Question 3:

The concern is that the family dinners would require local funds but that there were no local revenues listed on page 199 of the budget. The \$500,000 listed as a beginning net asset is local funds that will pay for the family dinners. As such, the information on page 14 should be deleted and replaced with the following:

Family Dinners: Once a month, each grade will cook dinner at school and will invite their families to eat with them. This will provide an opportunity for the students, parents, and teachers to interact with one another. Family dinners will also encourage parents to make time for family dinners at home. Family dinners will be paid for through local funds.

Question 4:

In regards to the concern on page 77 that mainstream students are required to participate in the summer program but are ineligible for state funding through Extended School Year (ESY) Services, it understood that all mainstream students who participate in the summer program will not be charged for the services and the costs will be paid for by local revenues. Due to needed changes by the Special Education department, we took out all mention of the required summer program from page 77. Therefore there is no mention of the cost to parents and that it is to be paid for by local funds. The information in question on page 77 has been changed and should be replaced with:

- g) Children who receive special education services will be reviewed by their ARD Committee to determine if the child will lose critical skills during school vacations. If the ARD Committee concludes that the child receive services during extended school vacations, then Extended Year Services (EYS) will be provided as indicated in the IEP. Children will be able to receive individual special education services required during the summer or other school vacations as identified in their IEPs to work on identified goals and objectives that will diminish over extended breaks from school. The special education specialist will provide the special education services if indicated in the child's IEP. If other professionals are required as indicated in the IEP, the Special Education Specialist will coordinate with those contractual professionals as necessary. During any extended break from school, should a child require related services including transportation, psychological counseling, physical therapy, school health services, speech-language services, and social-work, such services will be provided. It should be noted that local revenues will fund the summer program that is mandatory for all students whose ARD Committee **does not** require services during school vacations.

Question 5:

The La Fe Child Development Center and the Adult Career Center will both be located in the same facility as the La Fe Preparatory School during the first year of operation. The estimated lease for the facility is \$200,000, maintenance is, and utilities is. The La Fe Preparatory School will occupy half of the building, and the other two programs will occupy the other half of the building. The following is a breakdown of the costs associated with the facility:

La Fe Community Development Center		
Rent--La Fe Child Development Center@\$50,000+ Adult Career Center@ \$50,000	\$ 100,000	
Utilities--La Fe Child Development Center@\$17,500+ Adult Career Center@ \$17,500	\$ 35,000	
Maintenance--La Fe Child Development Center@\$7,500+ Adult Career Center@ \$7,500	\$ 15,000	
Maintenance Supplies--La Fe Child Development Center@\$5,400+ Adult Career Center@ \$5,400	\$ 10,800	
Total Facility Costs for La Fe Community Development Corporation (non-charter programs)	\$ 160,800	
La Fe Preparatory School		
Rent--La Fe Preparatory School@\$84,931+La Fe Prep After School Program@\$10,959 (LOCAL)+La Fe Prep Summer Program@\$4,110 (LOCAL)	\$ 100,000	
Utilities--La Fe Preparatory School@27,941+La Fe Prep After School and Summer Program@\$7059 (LOCAL)	\$ 35,000	
Maintenance	\$ 15,000	
Maintenance Supplies--La Fe Prep@ \$9,900+La Fe Prep After School and Summer Program@\$900 (LOCAL)	\$ 10,800	
Total Facility Costs Included in La Fe Preparatory School Budget	\$ 160,800	\$ 18,918 from Local

Question 6: Bullet #1

The information on page 68 regarding the budgeted salary for teachers and arts facilitator during the six months prior to the opening of school should be deleted and replaced with the following:

- m)** Contingent upon approval from the State Board of Education as a twelfth generation charter school, the La Fe Preparatory School will hire the principal, first year classroom teachers, and an art facilitator as consultants for six months prior to the opening of school. The principal, teachers, and art facilitator will undergo an orientation about the La Fe Community Development Corporation, its affiliation with Centro de Salud Familiar La Fe, and the Segundo Barrio. They will attend professional development trainings, and they will work together to develop the thematic units and lesson plans for the curriculum. Their salary for the six months is a consultant's fee calculated based on the estimated time requirement of each position.

Question 6: Bullet #2

The contractual accounting services provided by Centro de Salud Familiar La Fe, Inc was budgeted at \$25,020 under item 6219 "Professional Services". As the La Fe Preparatory School will now hire a person who is qualified to handle both PEIMS and all accounting requirements, we will no longer enter into a contractual agreement with Centro de Salud Familiar La Fe, Inc for accounting services.

Question 6: Bullet #3

The uniforms are budgeted at \$10 per student, a cost that will be paid for by local funds.
The parents of the students will not be charged for the uniforms.

Question 7, bullet #1

The amount of revenue from the state for Weighted Average Daily Attendance was determined by using the formula provided by TEA. We input the number of students we would have in each grade, the number of students expected to be LEP, Special Education, etc, and the expected rate of attendance. For PreK4, we only input 16 students even though we will have 32 students because PreK4 are only eligible for half-day funding. Attached is the TEA Estimated State Aid Entitlement Report.

**ANY TEXAS CHARTER SCHOOL
###-8## COUNTY DISTRICT NUMBER
2004-05 ESTIMATED STATE AID ENTITLEMENT REPORT
ONLY APPLICABLE TO CHARTER SCHOOLS INITIALLY IN OPERATION
ON OR AFTER 09/02/01**

	Estimate of State Aid
	TOTAL
Refined ADA	75.000
Special Education FTEs:	
Homebound (Code 01)	0.000
Hospital Class (Code 02)	0.000
Speech Therapy (Code 00)	0.625
Resource Room (Code 41 & 42)	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	0.000
Full Time Early Childhood (Code 45)	0.000
Off-home Campus (Codes 91-98)	0.000
VAC (Code 08)	0.000
State School Students (Code 30)	0.000
Residential Care & Treatment (Code 81-89)	0.000
Total Sp Ed FTEs	0.625
Total Sp Ed Weighted FTEs	3.125
Career & Technology FTEs	0.000
Regular Program ADA	74.375
Mainstream ADA	0.000
Gifted & Talented Enrollment	0.000
Compensatory Ed Enrollment	75.000
Pregnancy-related FTEs	0.000
Bilingual ADA	75.000
Public Education Grant ADA	0.000
Regular Program Participation	74.375
Special Education Participation	3.125
Mainstream Program Participation	0.000
Career & Technology Program Participation	0.000
Gifted & Talented Program Participation	0.000
Compensatory Education Program Participation	15.000
Pregnancy-related Program Participation	0.000
Bilingual Education Participation	7.500
Public Education Grant Participation	0.000
Total Program Participation	100.000
Total Weighted ADA	125.066

Template Date 03/10/05

Superintendent Signature

Date

Please print Enrollment & State Average SOF
Please ensure that the report has been
signed by the Superintendent and mail to:
Texas Education Agency
Division of State Funding
ATTN: Nora Rainey
1701 N. Congress
Austin, TX 78701

Funding Data:	
State Average Adjusted Allotment	3259.982541
State Average Adjusted Basic Allotment	2680.14355
State Average DTR	0.537132789

Funding Breakdown by Program:	
Regular Program Block Grant	\$ 242,461
Special Education Block Grant (85%)	\$ 10,187
Mainstream Special Education (85%)	\$ -
Career & Technology Block Grant (90%)	\$ -
Gifted & Talented Operational Grant (85%)	\$ -
Regular Compensatory Ed (85%)	\$ 48,900
Pregnancy Related Services Allocation (85%)	\$ -
Bilingual Education Block Grant (85%)	\$ 24,450
Public Education Grant	\$ -
Total State Aid Subject to 85% or 90%	\$ 83,537
Total State Aid Not Subject to 85% or 90%	\$ 424,780
TOTAL	\$ 508,317
Transportation:	
Regular Program	
Special Education	
Career and Technology	
Pre-K and K Grant Allotment	
Optional Extended Year Allocation	
Additional State Aid for Employee Benefits	
Additional State Aid Under HB1 (\$110 * WADA)	\$ 13,757
TOTAL FSP	\$ 522,074
Technology Allotment (\$30 * ADA)	\$ 2,250
TOTAL STATE AID	\$ 524,324

Question 7, bullet #2

The proposed charter school will offer a full-day Kindergarten program, and all students will be required to attend full day.

Question 7, bullet #3

The calculation for line 6129 in the budget was based on an after school program that runs for 36 weeks. The after school program will be funded by local funds as indicated in the detailed calculations of the budget.

Question 7, bullet #4

6219 in the budget covers contractual employees that originally included accountants hired as needed as well as technology support. At this time, the La Fe Preparatory School will only enter into a contractual agreement for technology support. The following calculations are included in the detailed calculations of the budget under 6219:

Technology Support Staff: \$70 per hour, 2 hours per week for 36 weeks totals \$5040
Total Contractual Employees: \$5,040

Question 7, bullet #5

The uniforms are budgeted at \$10 per student, a cost that will be paid for by local funds.
The parents of the students will not be charged for the uniforms.

Question 7, bullet #6

Transportation services were not included in the budget. The La Fe Preparatory School will buy a vehicle to use when needed for special education needs or field trips, etc. The costs have been included in 6494- Reclassification Transportation Expenses. The costs are based on the purchase of a vehicle budgeted at \$40,000 and the gas needed for the car being driven an average of 20 miles per day for 180 days and the cost of the paying an insured driver to transport the child. (If we are using a car that gets 20 miles/gallon equals 180 gallons over the year and gas costs \$2.07/gallon, the cost per year for gas would be \$372.6. A staff member would be paid \$50 extra a week to transport the child. As such, the total cost would be \$42,172.

The La Fe Preparatory School has decided to purchase a vehicle for the needs of special education students. As such, the statement on page 87 of the application should be deleted and replaced with:

- ee) The La Fe Preparatory School will not provide transportation for its students. Families will be responsible for their own transportation, whether by walking, public transportation, carpooling, or personal vehicles. The school will encourage and help organize carpools. If a student's ARD Committee determines that the student requires transportation, the school will use their school bus whose driver is aware of the student's conditions described in his/her IEP.

Question 8

The contractual accounting services provided by Centro de Salud Familiar La Fe, Inc was budgeted at \$25,020 under item 6219 "Professional Services". As the La Fe Preparatory School will now hire a person who is qualified to handle both PEIMS and all accounting requirements, we will no longer enter into a contractual agreement with Centro de Salud Familiar La Fe, Inc for accounting services. The existing contract that was submitted to the TEA in the charter application is no longer valid.

Due to changes in the budget agreed on by the La Fe Community Development Corporation, the information in regards to Director of Educational Development's and the Principal's compensation on pages 53 and 54 should be deleted and replaced with the following:

- a) All employees of the La Fe Preparatory School will receive group health (medical and dental) insurance, life insurance, worker's compensation, unemployment compensation, and will be a member of the Teacher Retirement System. All of these services combined will total approximately 21.5% of the employee's salary.

The Director of Educational Development is responsible for the development of the Family Learning Center, which encompasses the La Fe Preparatory School, Adult Career Center, and La Fe Daycare. As such, the Director will dedicate 50% of his/her time on the La Fe Preparatory School and the other 50% of his/her time of the Adult Career Center and the La Fe Daycare. The salary for the Director of Educational Development will initially be \$65,000. The La Fe Preparatory School will only be responsible for paying the Director half of his/her salary (\$32,500), and the La Fe Community Development Corporation will pay the other half (\$32,500). The school officer will receive an annual increase of \$1000, \$500 of which will come from the La Fe Preparatory School, \$500 of which will come from the La Fe Community Development Corporation. This relationship will continue for the duration of the Director of Educational Development's involvement with the three different educational endeavors.

The principal will be fully employed by the La Fe Preparatory School. The starting salary for the principal is \$60,000 with an annual raise of \$1000. Below is a table illustrating the analysis of salary for the surrounding school districts, including a successful charter school in the area.

School/District	Number of Schools	Number of Students	Average Salary Central Administrator	Average Salary for School Administrator
El Paso ISD	89	63,048	65,303	58,318
Ysleta ISD	60	46,668	68,205	64,532
Socorro ISD	31	29,919	66,162	63,658
Canutillo ISD	6	4,679	69,524	62,396
Anthony ISD	3	777	67,774	58,993
Burnham Woods Charter School	2	250	46,974	48,500

Due to changes in the budget agreed on by the La Fe Community Development Corporation, the information in regards to staff compensation on page 62 should be deleted and replaced with the following:

- i) All employees of the La Fe Preparatory School will receive group health (medical and dental) insurance, life insurance, worker's compensation, unemployment compensation, and will be a member of the Teacher Retirement System. All of these services combined will total approximately 21.5% of the employee's salary. Classroom teachers will have a starting salary of \$38,000, the Arts Facilitator will have a starting salary of \$30,000, and the PE Teacher will have a starting salary of \$28,000. Employees will have an annual increase of \$500. Below is a table illustrating the analysis of salary for the surrounding school districts for the school 2005-2006 school year, including a successful charter school in the area. Since then, school districts in El Paso have reported an increase in salary so that starting salary begins at around \$40,000. The El Paso Independent School District reports that for the 2006-2007 school year, teachers will be receiving a starting salary of \$39,100.

School/District	Average Starting Salary for a Teacher	Average Salary for a Teacher
El Paso ISD	32,108	39,507
Ysleta ISD	35,201	40,726
Socorro ISD	35,352	38,451
Canutillo ISD	33,464	39,124
Anthony ISD	33,085	41,153
Burnham Woods Charter School	20,943	22,397

The board of the La Fe Community Development Corporation decided that the La Fe Preparatory School needed a qualified staff member solely responsible for accounting and PEIMS. As such, the La Fe Preparatory School will no longer share a staff member with Centro de Salud Familiar La Fe. The information in regards to the PEIMS Coordinator on page 63 should be deleted and replaced with the following:

j) Below is a job description for the PEIMS Coordinator and Administrative Assistant.

PEIMS Coordinator/Accountant

The primary responsibility of the PEIMS Coordinator will be to oversee the collection of and report all mandated district PEIMS data to TEA. The PEIMS Coordinator will also be responsible for all accounting services needed by the school.

Qualifications/Skills:

- Bachelor's degree preferred, High School diploma required.
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.
- Capable of collecting, organizing, and reporting data in a timely, efficient manner.
- Strong time management and organizational skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.

Responsibilities:

PEIMS:

- Collect, organize, and analyze PEIMS information.
- Edit all information to ensure that reports are accurate.
- Submit PEIMS information to TEA when required.
- Document all information for future reference.
- Manage all other tasks relating to PEIMS as they are identified.
- Coordinate with the Principal and the Director of Educational Development regarding PEIMS information, the budget, and audits.
- Strengthen job skills through professional development opportunities.
- Follow and abide by state, federal, and charter regulations.

Accounting:

- Develop, maintain and communicate the budget and its measures, goals and objectives to supervisors/managers.
- Update the department head of the status and progress of budgets.
- Ensure required statutory, regulatory and funding source compliance.
- Attend and participate in meetings, workshops and training sessions as directed by department head.
- Monitor department's budgets for cost effectiveness and efficiency, recommend improvement where needed.
- Assure department staff meets standard administrative procedures.

- Ensure organizations purchasing procedures are carried out according to policies and protocols.
- Participate in the preparation, planning, coordination and administration of financial audits.
- Prepare and submit budget estimates/justifications for department or program operations.
- Responsible for general ledger entries.
- Collect, organize, and analyze PEIMS information.
- Submit PEIMS information to TEA when required.
- Submit monthly written reports on the progress of pre-approved financial plans set of the organization.
- Report on proposal operational and procedural changes and improvements, verbally or written as required.
- Verbally appraise the department head on any changes or discrepancies on a regular and timely manner.
- Assure effective information retrieval procedures are being practiced in order to access information necessary for all reporting requirements.
- Monitor development and implementation of records management policies
- Assure the department is adequately supplied.
- Approve and monitor equipment and supply requisitions.
- Promote and enhance an atmosphere of harmony, unity and teamwork.
- Perform other duties as assigned.

Due to changes in the budget agreed on by the La Fe Community Development Corporation, the information in regards to the PEIMS Coordinator on page 65 should be deleted and replaced with the following:

- k)** All employees of the La Fe Preparatory School will receive group health (medical and dental) insurance, life insurance, worker's compensation, unemployment compensation, and will be a member of the Teacher Retirement System. All of these services combined will total approximately 21.5% of the employee's salary. The PEIMS Coordinator will have a starting salary of \$40,000. The Administrative Assistant will receive a salary of \$22,000. Below is a table illustrating the analysis of salary for the surrounding school districts, including a successful charter school in the area.

School/District	Average Salary for Professional Support Staff	Average Salary for Auxiliary Staff
El Paso ISD	48,543	18,517
Ysleta ISD	49,392	17,418
Socorro ISD	48,131	18,246
Canutillo ISD	48,262	19,647
Anthony ISD	47,020	17,828
Burnham Woods Charter	32,503	14,645

Due to changes to the start-up budget, the budget that begins on page 187 should be deleted and replaced with the budget attached.

Application for an Open-Enrollment Charter School-Twelfth Generation Start Up Budget Template Instructions

Instructions to complete start up budget template.

1. Enter the name of the sponsoring entity.

La Fe Community Development Corporation

2. Enter the name of the proposed charter school:

La Fe Preparatory School

3. Enter the date range for the proposed charter school's start up budget:

11/01/2006	to	08/31/2007
------------	----	------------
4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered in the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Net Assets at Beginning of Year*. Include a description and a dollar amount for each source of funds identified as a net asset.
8. Enter information regarding revenues in the *Schedule of Estimated Revenues*. Include a description and a dollar amount for each source of funds identified as revenues.
9. Enter information regarding expenditures in the *Schedule of Estimated Expenses*.

Application for an Open-Enrollment Charter School-Twelfth Generation
Summary of Estimated Revenues and Expenses

La Fe Community Development Corporation
La Fe Preparatory School

For the period	11/01/2006		to	08/31/2007	
	Unrestricted Net Assets	Temporarily Restricted Net Assets		Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 500,000	\$ -		\$ -	\$ 500,000
Total Estimated Revenues	\$ 250,000	\$ -		\$ -	\$ 250,000
Estimated Expenses:					
6100 Payroll Costs	179,539	-		-	179,539
6200 Professional and Contracted Services	5,000	-		-	5,000
6300 Supplies and Materials	115,510	-		-	115,510
6400 Other Operating Costs	3,000	-		-	3,000
6500 Debt Expense	-	-		-	-
Other Expenses	-	-		-	-
Total Estimated Expenses	\$ 303,049	\$ -		\$ -	\$ 303,049
Change in Net Assets	\$ (53,049)	\$ -		\$ -	\$ (53,049)
Net Assets at End of Year	\$ 446,951	\$ -		\$ -	\$ 446,951

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Net Assets at Beginning of Year

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Donation from Centro De Salud Familiar La Fe, Inc.	500,000	-	-	500,000
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Net Assets at Beginning of Year	<u>\$ 500,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 500,000</u>

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Estimated Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period 11/01/2006 to 08/31/2007

Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Federal Start-Up Grant	250,000	-	-	250,000
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Estimated Revenues	\$ 250,000	\$ -	\$ -	\$ 250,000

Application for an Open-Enrollment Charter School-Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers	-	-	-	-
6119 Salaries or Wages -- Teachers and Other Professional Personnel	53,000	-	-	53,000
6121 Extra Duty Pay/Overtime -- Support Personnel		-	-	-
6129 Salaries or Wages for Support Personnel	95,000	-	-	95,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	11,322	-	-	11,322
6142 Group Health and Life Insurance	14,400	-	-	14,400
6143 Workers' Compensation	2,176	-	-	2,176
6145 Unemployment Compensation	3,641	-	-	3,641
6146 Teacher Retirement/TRS Care		-	-	-
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 179,539	\$ -	\$ -	\$ 179,539

La Fe Community Development Corporation

La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	-	-	-	-
6212 Audit Services	-	-	-	-
6219 Professional Services	-	-	-	-
6221 Staff Tuition and Related Fees -- Higher Education	5,000	-	-	5,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	-	-	-	-
6249 Contracted Maintenance and Repair	-	-	-	-
6259 Utilities	-	-	-	-
6269 Rentals -- Operating Leases	-	-	-	-
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 5,000	\$ -	\$ -	\$ 5,000

La Fe Community Development Corporation

La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-
6319 Supplies for Maintenance and/or Operations	-	-	-	-
6321 Textbooks	-	-	-	-
6329 Reading Materials	16,000	-	-	16,000
6339 Testing Materials	-	-	-	-
6341 Food	-	-	-	-
6342 Non-Food	-	-	-	-
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	10,000	-	-	10,000
6399 General Supplies	89,510	-	-	89,510
Total Supplies and Materials	<u>\$ 115,510</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 115,510</u>

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence -- Employee Only	3,000	-	-	3,000
6412 Travel and Subsistence -- Students	-	-	-	-
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	-	-	-	-
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	-	-	-	-
Total Other Operating Costs	\$ 3,000	\$ -	\$ -	\$ 3,000

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the period

11/01/2006

to

08/31/2007

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6500 Debt Expense				
6521 Interest on Bonds	-	-	-	-
6522 Capital Lease Interest	-	-	-	-
6523 Interest on Debt	-	-	-	-
6529 Interest Expenses	-	-	-	-
6599 Other Debt Fees	-	-	-	-
Total Debt Expense	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Other Expenses				
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Other Expenses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Total Estimated Expenses	<u><u>\$ 303,049</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 303,049</u></u>

Start-Up Budget Calculations

	Description	Total Cost	Local Costs
6100 Payroll Costs			
	Director of Educational Development @\$15,000+Principal@\$27,000+Administrative		
6119	Assistant@\$11,000	\$ 53,000	
	6 teachers serving as consultants@\$15,000+Arts Facilitator as		
6129	consultant@\$5,000	\$ 95,000	
6141	7.65% of all employees' salary	\$ 11,322	
6142	3 employees@\$4,800	\$ 14,400	
6143	1.47% of all employees' salary	\$ 2,175.60	
6145	2.46% of all employees' salary	\$ 3,640.80	
6146	5% of all employees' salary	\$ 7,400	
6100 Total Expenses		\$ 186,938.40	
6200 Professional and Contracted Services			
6221	8 Employees Professional Development@\$625 each	\$ 5,000	
6200 Total		\$ 5,000	
6300 Supplies and Materials			
6329	6 teachers choice@\$1000 each + \$10,000 reading series	\$ 16,000	
6349	Food Supplies to equip kitchen	\$ 10,000	
	6 classrooms equipment@\$10834+Cafeteria furniture@\$4500+Library furniture@\$4554+technology equipment@\$31,000+music room@\$1181+art room@\$1581+Administration@\$9900+PEIMS		
6399	Software@\$25,000+uniforms@\$960 (local)	\$ 89,510	\$ 960
6300 Total		\$ 115,510	\$ 960
6400 Other Operating Costs			
6400	6 teachers@ \$500 for travel	\$ 3,000	
6400 Total		\$ 3,000	
Total Expenses		310,448.40	\$ 960

Due to changes to the budget for the first year of operation, the budget that begins on page 198 should be deleted and replaced with the budget attached.

**Application for an Open-Enrollment Charter School - Twelfth Generation
Budget Template Instructions**

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:

La Fe Community Development Corporation

2. Enter the name of the proposed charter school:

La Fe Preparatory School

3. Enter the date of the fiscal year end:

08/31/2008

4. Enter data in cells requiring a number or indicating that a description needs to be entered. Totals and subtotals will automatically calculate.
5. To complete the budget template, use the Special Supplement To Financial Accounting and Reporting Nonprofit Charter School Chart Of Accounts to ensure that the account codes are used appropriately.
6. The *Summary of Estimated Revenues and Expenses* adds the values entered into the other worksheets. Data does not need to be entered into this worksheet.
7. Enter information regarding beginning net assets to be made available to the charter school in the *Schedule of Estimated Net Assets at Beginning of Year*. Include a description and a dollar amount for each net asset line item.
8. Enter information regarding local revenues in the *Schedule of Estimated Local Revenues* (worksheet labeled 5700).
9. Enter information regarding state revenues in the *Schedule of Estimated State Revenues* (worksheet labeled 5800).
10. Enter information regarding federal revenues in the *Schedule of Estimated Federal Revenues* (worksheet labeled 5900).
11. Enter information regarding other sources of funds in the *Schedule of Estimated Revenues from Other Sources* (worksheet labeled Other).
12. Enter information regarding expenditures in the *Schedule of Estimated Expenses* (worksheet labeled 6000).
13. Forward a copy of all the worksheets included in this workbook with the charter application.

Application for an Open-Enrollment Charter School - Twelfth Generation
Summary of Estimated Revenues and Expenses

La Fe Community Development Corporation
 La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 446,952	\$ -	\$ -	\$ 446,952
Estimated Revenues:				
5700 Local Sources	-	-	-	-
5800 State Sources	524,324	-	-	524,324
5900 Federal Sources	169,228	-	-	169,228
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 693,552	\$ -	\$ -	\$ 693,552
Estimated Expenses:				
6100 Payroll Costs	688,972	-	-	688,972
6200 Professional and Contracted Services	176,040	-	-	176,040
6300 Supplies and Materials	117,491	-	-	117,491
6400 Other Operating Costs	75,172	-	-	75,172
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 1,057,675	\$ -	\$ -	\$ 1,057,675
Change in Net Assets	\$ (364,123)	\$ -	\$ -	\$ (364,123)
Net Assets at End of Year	\$ 82,829	\$ -	\$ -	\$ 82,829

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Net Assets at Beginning of Year

La Fe Community Development Corporation
 La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets Carried Forward from Start-Up Phase	446,952	-	-	446,952
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Net Assets at Beginning of Year	<u>\$ 446,952</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 446,952</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Local Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5719	Local Property Taxes Passed Through By School Districts	-	-	-	-
5729	Local Revenues Resulting from Services Rendered to Other Schools	-	-	-	-
5741	Earnings from Permanently Restricted Net Assets and Endowments	-	-	-	-
5742	Earnings from Temporary Deposits and Investments	-	-	-	-
5743	Rent	-	-	-	-
5744	Gifts and Bequests	-	-	-	-
5749	Other Revenues from Local Sources	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5751	Food Service Activity	-	-	-	-
5752	Athletic Activities	-	-	-	-
5753	Extracurricular/Cocurricular Activities Other than Athletics	-	-	-	-
5759	Cocurricular, Enterprising Services or Activities	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5769	Miscellaneous Revenues from Intermediate Sources	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total Local Revenues	\$ -	\$ -	\$ -	\$ -

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated State Revenues

La Fe Community Development Corporation

La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	524,324	-	-	524,324
5812	Foundation School Program Act Entitlements	-	-	-	-
5813	Foundation School Program Act Incentive Aid	-	-	-	-
5819	Other Foundation School Program Act Revenues	-	-	-	-
5829	State Program Revenues Distributed by Texas Education Agency	-	-	-	-
5839	State Revenues from State of Texas Government Agencies	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total State Revenues	\$ 524,324	\$ -	\$ -	\$ 524,324

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Federal Revenues

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5919	Federal Revenues Distributed Through Government Entities Other than State or Federal Agencies				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5921	School Breakfast Program	22,763	-	-	22,763
5922	National School Lunch Program	46,465	-	-	46,465
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	Start-Up Grant	100,000	-	-	100,000
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
5931	School Health and Related Services	-	-	-	-
5932	Medicaid Administrative Claiming Program	-	-	-	-
5939	Federal Revenues Distributed by Other State of Texas Government Agencies	-	-	-	-
5949	Federal Revenues Distributed Directly from the Federal Government				
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	[Enter description here.]	-	-	-	-
	Total Federal Revenues	<u>\$ 169,228</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 169,228</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Revenues from Other Sources

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

Description of Other Sources of Revenue	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Other Sources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
 La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6100 Payroll Costs				
6112 Salaries or Wages for Substitute Teachers	2,250	-	-	2,250
6119 Salaries or Wages -- Teachers and Other Professional Personnel	511,000	-	-	511,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	16,200	-	-	16,200
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	40,331	-	-	40,331
6142 Group Health and Life Insurance	72,000	-	-	72,000
6143 Workers' Compensation	7,750	-	-	7,750
6145 Unemployment Compensation	12,969	-	-	12,969
6146 Teacher Retirement/TRS Care	26,473	-	-	26,473
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 688,972	\$ -	\$ -	\$ 688,972

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
 La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	5,000	-	-	5,000
6212 Audit Services	8,000	-	-	8,000
6219 Professional Services	5,040	-	-	5,040
6221 Staff Tuition and Related Fees -- Higher Education	8,000	-	-	8,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	-	-	-	-
6249 Contracted Maintenance and Repair	15,000	-	-	15,000
6259 Utilities	35,000	-	-	35,000
6269 Rentals -- Operating Leases	100,000	-	-	100,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 176,040	\$ -	\$ -	\$ 176,040

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
 La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6300 Supplies and Materials				
6311 Gasoline and Other Fuels for Vehicles (Including Buses)	-	-	-	-
6319 Supplies for Maintenance and/or Operations	10,800	-	-	10,800
6321 Textbooks	-	-	-	-
6329 Reading Materials	4,000	-	-	4,000
6339 Testing Materials	2,000	-	-	2,000
6341 Food	61,000	-	-	61,000
6342 Non-Food	-	-	-	-
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	7,000	-	-	7,000
6399 General Supplies	32,691	-	-	32,691
Total Supplies and Materials	<u>\$ 117,491</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 117,491</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6400 Other Operating Costs				
6411 Travel and Subsistence -- Employee Only	3,000	-	-	3,000
6412 Travel and Subsistence -- Students	5,000	-	-	5,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	15,000	-	-	15,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	42,172	-	-	42,172
6499 Miscellaneous Operating Costs	10,000	-	-	10,000
Total Other Operating Costs	<u>\$ 75,172</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 75,172</u>
6500 Debt Expense				
6521 Interest on Bonds	-	-	-	-
6522 Capital Lease Interest	-	-	-	-
6523 Interest on Debt	-	-	-	-
6529 Interest Expenses	-	-	-	-
6599 Other Debt Fees	-	-	-	-
Total Debt Expense	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Application for an Open-Enrollment Charter School - Twelfth Generation
Schedule of Estimated Expenses

La Fe Community Development Corporation
 La Fe Preparatory School

Budget for the Fiscal Year Ended

08/31/2008

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
Other Expenses				
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
[Enter Description Here.]	-	-	-	-
Total Other Expenses	\$ -	\$ -	\$ -	\$ -
Total Estimated Expenses	\$ 1,057,675	\$ -	\$ -	\$ 1,057,675

Legal Division
Maggie Baker

In the original application there were two contractual agreements between with the La Fe Community Development Corporation and Centro de Salud Familiar La Fe. The first was a contractual agreement for Centro de Salud Familiar La Fe to provide accounting services to the La Fe Preparatory School. The La Fe Preparatory School has decided to hire a full time accountant, and therefore the services from Centro de Salud Familiar La Fe are no longer needed. As such, the aforementioned contractual agreement no longer exists. The second contract was a lease for the school facility. The La Fe Preparatory School is attempting to enter a lease with the El Paso Independent School District to lease an existing school facility, and therefore the contract with Centro de Salud Familiar La Fe for the property no longer exists. As such, there are no existing or planning contractual agreements between the La Fe Preparatory School and Centro de Salud Familiar La Fe which could cause a conflict of interest between the two organizations. Revisions have been made to the application to reflect the aforementioned changes.

The information on Page 69 that discusses the duties of the secondary board should be deleted and replaced with the following:

The Board of Directors may appoint from persons interested in the work of the school a secondary “school” board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time, as the Board of Directors shall direct. These Secondary Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. At least two members from the Board of Directors must serve on the Secondary Board. The Secondary Board will consider and make recommendations concerning such questions as may be submitted to them by the Board of Directors; and the Secondary Board, or any of its members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors. The Secondary Board will be delegated responsibility and power over all issues regarding the charter school except those listed in 19 TAC §100.1033(c)(6)(C) which include:

- (i) final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (ii) final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property;
- (iii) final authority to direct the disposition or safekeeping of public records; except that the governing body may delegate this function to any person, subject to the governing body's superior right of immediate access to, control over, and possession of such records;
- (iv) final authority to adopt policies governing charter school operations;
- (v) final authority to approve audit reports under TEC, §44.008(d); or
- (vi) initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for a chief executive officer.

At any point, the Secondary Board may vote to abstain from deciding on a charter school issue, deferring its power to the charter holder’s Board of Directors.

In order to comply with the Texas Open Meetings Act, two changes were made to the bylaws. In Article II, Section 3, the bylaws were revised to state that meetings will only take place within Texas. The second change is the addition of Article II, Section 12, which clarifies that if any issue regarding the charter school is being addressed, all requirements set forth by the Texas Open Meetings Act will be followed. The restated bylaws are attached.

**BYLAWS
OF
La Fe Community Development Corporation**

ARTICLE I

NAME-OFFICES

- Section 1. **Name.** The name of this Corporation is **La Fe Community Development Corporation.**
- Section 2. **Offices.** The principal office of the Corporation shall be in **El Paso, Texas** at an address to be designated by the Board of Directors. The Corporation may also maintain offices at such other places as the Board of Directors may from time to time determine.
- Section 3. **Purpose.** The corporation is organized for charitable, educational, and scientific purposes as defined under Section 501 (c) 3 of the Internal Code of 1986 as amended. The corporation activities include but not limited to, providing decent affordable housing for low to moderate income persons, housing counseling, community, social and economic development; and the promotion of community educational opportunities and welfare through schools, and community based organizations that provide innovative educational/training endeavors for student learning and success.

ARTICLE II

BOARD OF DIRECTORS

- Section 1. **Board Management.** The affairs of the Corporation shall be managed by its Board of Directors.
- Section 2. **Number and Term.** The number of Directors shall be seven (7) unless the Board of Directors by resolution increases or decreases that number, but in no case shall the number of Directors be less than five (5). Each Director shall hold office until the September annual meeting of the Board and until his or her successor shall have been elected and qualified. At least one-third of board of director's membership will be made up of residents of low-income neighborhoods, other low-income community residents, or elected representatives of low-income neighborhood organizations.
- Section 3. **Regular Meetings** A regular meeting of the Board shall be held quarterly at the discretion of the Chairperson of the Board, but in no instance shall there be less than four (4) meetings of the Board in a one-year period.

The Board of Directors may provide by resolution the time and place within the State of Texas for holding of additional regular meetings of the Board. Notice of the time and place of these meetings may be given by mail or by telephone.

- Section 4. **Special Meetings Notice.** The chairperson of the Board or a majority of the directors upon appropriate legal notice may call special meetings of the Board of Directors.
- Section 5. **Notice of Meetings.** Notice of all directors' meetings, except as herein otherwise provide, shall be given in person, by mail, e-mail or facsimile transmission before the meeting to each director, which notice shall be delivered (or, if by mail, email, or facsimile transmission, presumed delivered under Section 8.03 hereof) at least 72 hours or the number of hours required where applicable under the Open Meetings Act or the Texas Non Profit Corporation Act, whichever is greater before the time of the meeting. Regular and Special meetings of the Board of Directors may be held at such time and place as shall be determined by the Board and indicated in the notice.
- Section 6. **Quorum and Voting.** A majority of the directors shall constitute a quorum for the transaction of business, and all actions of the Board except as otherwise provided in the Articles of Incorporation of these Bylaws shall be taken by majority vote.
- Section 7. **Vacancies.** Any vacancy in the Board shall be filled for the unexpired portion for the term by majority vote of the remaining directors, at any special meeting of the Board called for that purpose.
- Section 8. **Removal of Directors.** Any director may be removed by a majority vote of the Board at any regular or special meeting called for that purpose with or without cause. Any such director proposed to be removed shall be entitled to at least thirty (30) days notice in writing by mail of the proposed removal and of the meeting time and place at which such removal is to be voted upon and shall be entitled to appear before and be heard at such meeting.
- Section 9. **Chair.** At all meetings of the Board of Directors, the Chair or in his/her absence, the Vice-Chair, or in their absence, a Chairperson chosen by the Directors present shall preside.
- Section 10. **Compensation.** Directors shall not receive any compensation for their services.
- Section 11. **Powers.** At all corporate powers, except, such as are otherwise provided for in these By-Laws and in the laws of the State of Texas, shall

be and are hereby vested in and shall be exercised by the Board of Directors. The Board of Directors may be general resolution delegate to committees of their own number, or to officers of the corporation, such powers as they may see fit.

- Section 12. **Other.** At any point, if the Board of Directors is discussing or voting on an issue relating to the La Fe Preparatory School, a Texas open enrollment charter school, the meeting will follow all mandates set forth by the Texas Open Meetings Act.

ARTICLE III

OFFICERS

- Section 1. **Number, Qualifications, Election and Term of Office.**
- a. The officers of the Corporation shall consist of a Chair, Vice-Chair, a President, a Secretary, a Treasurer, and such other officers with such powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Board of Directors.
 - b. Each officer shall hold office for three (3) years, except as may previously be determined in the notice of his/her election, which determination shall be made by the Board of Directors or by a nominating committee at the time of nomination, and shall serve until his successor shall have been elected and qualified.
 - c. At the regular meeting of directors held in September of each year, officers shall be elected by the Board of Directors. The election of officers shall be by a majority vote for each officer of the board.
- Section 2. **Vacancies.** A vacancy in any office not otherwise provided for shall be filled for the unexpired portion of the term by the Board at any regular or special meeting.
- Section 3. **Chair.** The Chair shall be the presiding officer of all the meetings of the Board of Directors and shall act as Chief Policy making official through the actions of the Board of Directors.
- Section 4. **Vice-Chair.** The Vice-Chair shall, in the absence of the Chair, be the presiding officer of all the meetings of the Board of Directors and shall act as Chief Policy making official through the actions of the Board of Directors.

Section 5. **President.** The President shall be the chief executive officer of the Board, shall have general charge of the business, affairs and property of the Corporation in its general operations, and shall do and perform such other duties as may be assigned to him by the Board, and shall be an ex-officio member of all committees.

Section 6. **Secretary.** The Secretary shall:

- a. Record all the proceedings of the meetings of members and of the Board and of the Executive Committee;
- b. Cause all notices to be duly given in accordance with the provisions of the Bylaws and of the Executive Committee;
- c. In general, perform all duties incident: to the office of the secretary.

Section 7. **Treasurer.** The Treasurer shall:

- a. Have charge of supervision over and be responsible for the funds, securities receipts and disbursements of the Corporation;
- b. Keep, or cause to be kept, all the books of account of all the business and transactions of the Corporation;
- c. Render to the President, or the Board, and to the members, whenever requested, a statement of the financial condition of the Corporation and of all his transactions as Treasurer, and render a full financial report, based on the books and accounts audited annually by a certified or other public accountant, or an auditing committee, at the annual meeting of the Board; and
- d. In general, perform all duties incident to the office of the Treasurer.

Section 8. **Removal of officers.** Any officer may be removed from office by the affirmative vote of two-thirds (2/3) of the full Board of Directors, at any regular or special meeting called for the purpose, with or without cause. Any such officer proposed to be removed shall be entitled to at least five (5) days notice in writing by mail of the proposed to be removed and of the meeting time and place at which such removal is to be voted upon and shall be entitled to be heard at such meeting.

Section 9. **Checks and Bond.** The President, {insert}, Treasurer, or any other officer designated by the Board shall be authorized to sign checks and drafts of the Corporation. They shall not be required to give bond for the faithful discharge of their duties.

Section 10. **Vacancies.** The Board at any regular or special meeting shall fill any vacancy in any office.

ARTICLE IV

COMMITTEES

Section 1. **General Appointment Committees.** The Board of Directors may appoint any committee and delegate to those committee any and all duties allowed by the laws of the State of Texas. Any committee shall include at least two (2) members of the Board of Directors.

Section 2. **Advisory Board.** The Board of Directors may appoint from persons interested in the work of the Corporation an Advisory Board consisting of as many individuals as in their judgment will serve to benefit the Corporation, and the number may be increased or diminished from time to time, as the Board of Directors shall direct. These Advisory Board members will be appointed each year by the Board of Directors and may serve an unlimited number of consecutive terms. Each year the Board of Directors shall appoint a Chair of the Advisory Board from among the Advisory Board members to serve for a term 3 years. The Advisory Board from time to time shall consider and make recommendations concerning such questions as may be submitted to them by the chair; and the Advisory Board, or any of it's members so selected, shall be privileged to be present at, and participate in the discussions arising at meetings of the Board of Directors to which they are invited by the Directors.

ARTICLE V

AMENDMENTS

The Bylaws may be amended by 2/3-majority vote of the Board of Directors at any regular or special meeting. Any director shall be entitled to at least five (5) days notice in writing, which must include a copy of the proposed amendment, by mail of the proposed amendment and of the meeting time and place at which such amendment is to be voted upon.

We certify that the above Amended and Restated Bylaws of the Corporation were adopted by the Board of Directors on November 14, 2006.


Chairperson 11/14/06
Date


Secretary 11-14-06
Date

The information on Page 73 regarding the application period should be deleted and replaced with the following:

- a)** The La Fe Preparatory School will require applicants to submit a completed application during one of the following three enrollment periods:

- March 1-March 31

- May 1-May 31

- July 1- July 31

Attached is a copy of the most recent IRS letter concerning the La Fe Community Development Corporation's tax exempt status.

Internal Revenue Service

Date: June 20, 2006

LA FE COMMUNITY DEVELOPMENT
CORPORATION
608 S ST VRAIN ST
EL PASO TX 79901

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:
Yvette Davis 31-07751
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
74-2991952

Dear Sir or Madam:

This is in response to your request of June 20, 2006, regarding your organization's tax-exempt status.

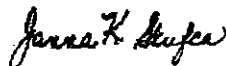
In July 2002 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

The section of the application titled *Facility Management* on pages 86 and 87 should be deleted and replaced with the below information as the location of the school has changed.

- x) The school will be located at 616 E Father Rahm in an existing school building, Roosevelt Elementary, which is owned by the El Paso Independent School District (EPISD). The building will no longer be in use after the 2006-2007 school year, and the La Fe Community Development Corporation is in the process of negotiating a lease with EPISD. The site is an ideal location for the school because it is located in the Segundo Barrio, directly across from Centro de Salud Familiar La Fe's Child and Adolescent Wellness Center, next to a city park, and city community center that has a basketball court and pool. It is a central location for all students within the geographic boundary, and the students living in the Segundo Barrio can all access the school by walking. The school is also a short distance from many of El Paso's top attractions such as the Plaza Theatre, the El Paso Museum of Art, the Convention Center, Insights Museum (an interactive Science Museum), the public library, the El Paso History Museum, and a multitude of historic buildings designed.
- y) The school facility is currently being used as an elementary school by the El Paso Independent School District and meets the requirements of ADA and any other state or city agencies mandates to accommodate disabled persons.
- z) The school building that is being leased is in good condition and will be ready for use in August 2007. There are no repairs or renovations necessary for compliance.
- aa) There are no current plans or discussions for acquiring purchasing land or a facility.
- bb) At this time, no lease has been negotiated. The La Fe CDC is in the process of acquiring a lease and it should be available by February 1, 2007.
- cc) Amy O'Rourke is negotiating the lease agreement with Lorenzo Garcia, Superintendent of the El Paso Independent School District, for the use of "Roosevelt Elementary School" facility. There are no relationships or business affiliations between Amy O'Rourke and Superintendent Lorenzo Garcia.
- dd) The La Fe Community Development Corporation's Childhood Development Center (still in the planning phase) and Adult Career Center (still in the planning phase) will be sharing the facility. The La Fe Preparatory School will only be paying for the amount of space used specifically for the school. The other two entities will be contributing for the space used for their programs.

REVISED LEGAL REVIEW OF GENERATION 12 APPLICATION

Proposed School: La Fe Preparatory School

Sponsoring Entity: La Fe Community Development Corporation

AREAS REVIEWED	Issues Identified
Coversheet	It may be necessary to revise the application coversheet to reflect changes to the address of the campus, etc.
Governance Structure	<ul style="list-style-type: none">• The duties of the secondary board (item "q" on p. 69) need to be clarified.• The bylaws should clarify that any meeting at which charter school issues are discussed will be conducted in accordance with the Texas Open Meetings Act (TOMA).• The charter holder board may need to undergo restructuring if it has any business dealings with Centro de Salud Familiar La Fe, Inc. since the two organizations share several board members and employees.
Admissions Policy	<ul style="list-style-type: none">• The application period set forth on p. 73 should not include a year.• The admissions application, enrollment form(s), and promotional materials must be submitted for review.
Nonprofit Status	A copy of the most recent IRS letter concerning the sponsoring entity's exempt status should be provided.
Facilities	<ul style="list-style-type: none">• The charter holder must complete the attached form relating to the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new school will be located.• Before the school opens, the charter holder will be required to submit a copy of the certificate of occupancy for the building to be used as the school facility. The occupancy certificate must show that the building has been approved for the operation of a <u>school</u>.• If the charter holder decides to lease a facility other than the one described in the application, the sections of the application concerning facilities will need to be revised.

Information Regarding Instructional Facilities

Please provide the following information concerning the local agency that issues certificates of occupancy, or their equivalent, in the jurisdiction in which the new charter school(s) will be located.

Name of Agency that Issues Certificates of Occupancy: City of El Paso Development Services Department

Name Agency Contact Person: Joel Guzman

Telephone No. for Agency Contact Person: 915-541-4795

Address of Agency: 2 Civic Center Plaza 5th Floor El Paso, Texas 79901

If a certificate of occupancy has not yet been received, please state the approximate wait time between the initial submission of forms and the final approval. 1 Week

List any special requirements that the local agency has for instructional facilities.

None

List any other pertinent information.

None

As requested, attached is a copy of the application packet in both English and Spanish, the brochure that is included with the application package, and the enrollment package in both English and Spanish.

La Fe Preparatory School

APPLICATION FOR ADMISSION

Submit application to 520 S. Ochoa El Paso, TX 79901

For more information, call 533-6800

Parent/Guardian:

Last Name: _____ First Name: _____

Relationship: Mother _____ Father _____ Other _____ (check one)

Home Phone: () _____ Mobile Phone: () _____

Other Phone: () _____ E-mail Address: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Please Complete For Any Students You Wish To Enroll

Student #1

Last Name: _____ First Name: _____

Date of Birth: Month: _____ Day: _____ Year: _____

Grade (for the 2007-2008 school year) PK K 1 (circle one)

Additional siblings submitting an application to the La Fe Preparatory School: (Student #2) (Student #3) (circle one)

For School Use Only-- Number: _____

Student #2

Last Name: _____ First Name: _____

Date of Birth: Month: _____ Day: _____ Year: _____

Grade (for the 2007-2008 school year) PK K 1 (circle one)

Additional siblings submitting an application to the La Fe Preparatory School: (Student #2) (Student #3) (circle one)

For School Use Only-- Number: _____

Student #3

Last Name: _____ First Name: _____

Date of Birth: Month: _____ Day: _____ Year: _____

Grade (for the 2007-2008 school year) PK K 1 (circle one)

Additional siblings submitting an application to the La Fe Preparatory School: (Student #2) (Student #3) (circle one)

For School Use Only-- Number: _____

Comments/Questions: _____

Do you have another child who is not listed that may submit an application for admission at a later date?

Last Name: _____ First Name: _____

La Fe Preparatory School

SOLICITUD DE ADMISIÓN

Traer consigo esta aplicación a 520 S. Ochoa El Paso, TX 79901
Con preguntas, llama a 533-6800

Padres/Custodio Legal:

Apellido Paterno: _____ Nombre: _____

Relación: Madre _____ Padres _____ Otro _____ (seleccionar)

Teléfono Residencial: () _____ Teléfono Celular: () _____

Otro Teléfono: () _____ Correo Electrónico: _____

Dirección: _____

Ciudad: _____ Estado: _____ Código Postal: _____

Favor de Llenar Para Aquellos Estudiantes Que Vayan a Matricular

Estudiante #1

Apellido Paterno: _____ Nombre: _____

Fecha de Nacimiento: Mes _____ Día: _____ Año: _____

Nivel Académico (para el año escolar 2007) PK K 1 (seleccionar)

Hermanos (as) adicionales sometiendo solicitud a La Fe Preparatory School: (Estudiante #2) (#3) (seleccionar los que aplican)

~~Para Uso Escolar Únicamente - Número:~~

Estudiante #2

Apellido Paterno: _____ Nombre: _____

Fecha de Nacimiento: Mes _____ Día: _____ Año: _____

Nivel Académico (para el año escolar 2007) PK K 1 (seleccionar)

Hermanos (as) adicionales sometiendo solicitud a La Fe Preparatory School: (Estudiante #2) (#3) (seleccionar los que aplican)

~~Para Uso Escolar Únicamente - Número:~~

Estudiante #3

Apellido Paterno: _____ Nombre: _____

Fecha de Nacimiento: Mes _____ Día: _____ Año: _____

Nivel Académico (para el año escolar 2007) PK K 1 (seleccionar)

Hermanos (as) adicionales sometiendo solicitud a La Fe Preparatory School: (Estudiante #2) (#3) (seleccionar los que aplican)

~~Para Uso Escolar Únicamente - Número:~~

Comentarios/Preguntas: _____

Tiene algun hijo (a) que no este lista y que quiera someter una aplicación en una fecha futura?

Apellido Paterno: _____ Nombre: _____

PARENTS AND STUDENTS, JOIN US **FEBRUARY 5TH, 2007** TO LEARN MORE ABOUT A NEW SCHOOL OPENING IN YOUR NEIGHBORHOOD. THE **LA FE PREPARATORY SCHOOL** IS AN ELEMENTARY CHARTER SCHOOL DESIGNED SPECIFICALLY FOR CHILDREN AND FAMILIES LIVING IN SOUTH CENTRAL EL PASO. THE SCHOOL WILL OPEN IN **AUGUST 2007** WITH PRE-K, KINDERGARTEN, AND 1ST GRADE.

La Fe Preparatory School Offers:

- Free Tuition
- Small Class Sizes
(limited to 15 students per class)
- Dual Language in Spanish & English
- Culturally Relevant Curriculum
- After School and Summer Program for all students
- School Uniforms

Our Goals:

- Every child will enjoy school.
- Promote student success with small class sizes, enabling teachers to provide more individual attention to each student.
- Every student will be bilingual in both Spanish and English with a multi-cultural awareness.
- Students have the opportunity to explore and participate in the arts.
- Parents will be given the skills to participate in their children's education.
- Students will have the confidence to take on challenges and be a leader in the community.

La Fe Preparatory School

Enrollment Form

2007-2008

Student Information:

Last Name: _____ First Name: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____

Date of Birth: Month: _____ Day: _____ Year: _____ Grade to begin 2007: _____

Gender: Male _____ Female _____

School previously attended: _____ Grade Completed: _____

Emergency Contact Person: _____ Phone: () _____

Family Information

FATHER:

Name: _____

Street Address (if different from above): _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____ Mobile Phone: () _____

Work Phone: () _____ E-Mail Address: _____

Profession: _____

MOTHER:

Name: _____

Street Address (if different from above): _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____ Mobile Phone: () _____

Work Phone: () _____ E-Mail Address: _____

Profession: _____

LEGAL GUARDIAN (if applicable):

Name: _____

Street Address (if different from above): _____

City: _____ State: _____ Zip Code: _____

Home Phone: () _____ Mobile Phone: () _____

Work Phone: () _____ E-Mail Address: _____

Profession: _____

SIBLINGS:

Name: _____ Age: _____ School Attending: _____

Name: _____ Age: _____ School Attending: _____

Name: _____ Age: _____ School Attending: _____

Name: _____ Age: _____ School Attending: _____

Last Name: _____

Enrollment Form (page 2)
2007-2008

Language Survey:

Language Spoken at home: (Check one) English _____ Spanish _____ Other _____

Student's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by student: _____

Mother's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by mother: _____

Father's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by father : _____

Guardian's dominant language: (Check one) English _____ Spanish _____ Other _____

Other languages spoken by guardian: _____

Attachments:

Please attach the following with the enrollment package:

1. Copy of current year physical.
2. Copy of current immunizations.
3. Application for National Lunch Program (provided).

I authorize that all information provided is accurate.

Signature of parent/guardian

Date

Print Name of parent/guardian

La Fe Preparatory School

Dear Parent/Guardian:

Children need healthy meals to learn. **The La Fe Preparatory School** offers healthy meals every school day. Breakfast costs [TBA]; lunch costs [TBA]. Your children may qualify for free meals or for reduced-price meals. Reduced price is [TBA] for breakfast and [TBA] for lunch.

1. Do I need to fill out an application for each child? No. Complete the application to apply for free or reduced-price meals. Use one Free and Reduced-Price School Meals Application for all students in your household. We cannot approve an application that is not complete, so be sure to fill out all required information. **Return the completed application to: The La Fe Preparatory School, 520 S. Ochoa El Paso, TX 79901, 915-533-6800.**

2. Who can get free meals? Children in households getting Food Stamps or TANF and most foster children can get free meals regardless of your income. Also, your children can get free meals if your household income is within the free limits on the Federal Income Guidelines.

3. Can homeless, runaway and migrant children get free meals? Please call the school to see if your child(ren) qualify, if you have not been informed that they will get free meals.

4. Who can get reduced price meals? Your children can get low cost meals if your household income is within the reduced-price limits on the Federal Income Chart, shown on this application.

5. Should I fill out an application if I got a letter this school year saying my children are approved for free or reduced-price meals? Please read the letter you got carefully and follow the instructions. Call the school at [phone number] if you have questions.

6. I get WIC. Can my child(ren) get free meals? Children in households participating in WIC may be eligible for free or reduced-price meals. Please fill out an application.

7. Will the information I give be checked? Yes, we may ask you to send written proof.

8. If I don't qualify now, may I apply later? Yes. You may apply at any time during the school year if your household size goes up, income goes down, or if you start getting Food Stamps, TANF or other benefits. If you lose your job, your children may be able to get free or reduced-price meals.

9. What if I disagree with the school's decision about my application? You should talk to school officials. You also may ask for a hearing by calling or writing to: **Amy O'Rourke, 520 S. Ochoa El Paso, TX 79901, 915-533-6800.**

10. May I apply if someone in my household is not a U.S. citizen? Yes. You or your child(ren) do not have to be a U.S. citizen to qualify for free or reduced-price meals.

11. Who should I include as members of my household? You must include all people living in your household, related or not (such as grandparents, other relatives or friends). You must include yourself and all children who live with you.

12. What if my income is not always the same? List the amount that you normally get. For example, if you normally get \$1000 each month, but you missed some work last month and only got \$900, put down that you get \$1000 per month. If you normally get overtime, include it, but not if you get it only sometimes.

13. We are in the military, do we include our housing allowance as income? If your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. All other allowances must be included in your gross income.

If you have other questions or need help, call 915-533-6800. *Si necesita ayuda, por favor llame al teléfono: 915-533-6800. Si vous voudriez d'aide, contactez nous au numero: 915-533-6800.*

Sincerely,
Amy O'Rourke

Your children may qualify for free or reduced-price meals if your household income falls within the limits on this chart.

FEDERAL INCOME CHART For School Year 2006-07			
Household size	Yearly	Monthly	Weekly
1	18,130	1,511	349
2	24,420	2,035	470
3	30,710	2,560	591
4	37,000	3,084	712
5	43,290	3,608	833
6	49,580	4,132	954
7	55,870	4,656	1,075
8	62,160	5,180	1,196
Each additional person:	6,290	525	121

Instructions for Applying — 2006-07

Use a separate application for each foster child. List other children together.

If you are applying for a FOSTER CHILD, follow these instructions:

Part 1: List the child's name, school and grade.

Part 2: List the child's personal use monthly income, if any.

Part 3: Skip this part.

Part 4: Sign the form. A Social Security Number is not necessary.

If your household receives FOOD STAMPS OR TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF), follow these instructions:

Part 1: List each child's name, school, grade and Food Stamp or TANF case number.

Part 2: Skip this part.

Part 3: Skip this part.

Part 4: Sign the form. A Social Security Number is not necessary.

ALL OTHER HOUSEHOLDS, follow these instructions:

Part 1: List each child's name, school and grade. **Optional (Social Security Number, Student I.D. or Date of Birth)**

Part 2: Skip this part.

Part 3: Follow these instructions to report last month's household income.

Column 1 — Name: List the last, first and middle initial of **each** person living in your household, related or not (such as grandparents, other relatives or friends). You must include yourself and all children. Attach another sheet of paper if needed.

Column 2 — Last month's income and how often it is received: For each person who receives income, write the amount received and how often it is received.

Employment Income: List the **gross income** for each person. It is not the same as take-home pay. **Gross income is the amount earned before taxes and deductions.** It should be listed on your pay stub or your boss can tell you. Next to the amount, write how often you receive it — weekly (W), every 2 weeks (E), twice a month (T) or monthly (M).

Other Income: List the amount each person receives from **all other sources**. Include welfare, child support, alimony, pensions, retirement, Social Security, Worker's Compensation, unemployment, strike benefits, Supplemental Security Income (SSI), Veteran's benefits (VA benefits), disability benefits, regular contributions from people who do not live in your household and **ANY OTHER INCOME**. Report net income for self-owned business, farm or rental income. Next to the amount, write how often the person receives it.

Column 3 — Check if no income: If the person does not have any income, check the box.

Part 4: An adult household member must sign the form and list his or her Social Security Number or mark the box if he or she doesn't have one.

Privacy Act Statement: This explains how we will use the information you give us. The National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your children for free or reduced-price meals. The Social Security Number of the adult household member who signs the application is required unless you list Food Stamp or TANF case numbers for all children you are applying for OR if you are applying for a foster child. You must check the "I do not have a Social Security Number" box if the adult household member signing the application does not have a Social Security Number. We WILL use your information to see if your children are eligible for free or reduced-price meals, to operate the program, and to enforce the rules of the program. We MAY share your eligibility information with education, health and nutrition programs to help them evaluate, fund or determine benefits for their programs, auditors for program reviews and law enforcement officials to help them look into misuse of program rules.

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Multi-Child Free and Reduced-Price School Meals Application for 2006-07

District/Charter School _____

Part 1. Children in School (Use a separate application for each foster child.)

Names of all children in school (Last, First, Middle Initial)	School Name	Social Security #, Student I.D. or Date of Birth (OPTIONAL)	Grade	Food Stamp or TANF case # (if any)
1.				
2.				
3.				
4.				
5.				
6.				

If you listed a Food Stamp/TANF case # for one child, skip to Part 4.

Part 2. Foster Child

If this application is for a child who is the legal responsibility of a welfare agency or court, check box ☐ and list the amount of the child's personal use monthly income: \$ _____. Skip to Part 4.

Part 3. Household Members and Gross Income From Last Month (List each person in the household. For each person who receives income, write the amount received and how often it is received.)

1. Name. (List everyone in household.)	2. Income and how often it is received. Weekly (W), Every 2 Weeks (E), Twice a Month (T), Monthly (M).				3. Check if NO Income.
	Earnings from work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security	Other	
Example: Smith, Jane B.	\$200/E	\$50/M			<input type="checkbox"/>
1.					<input type="checkbox"/>
2.					<input type="checkbox"/>
3.					<input type="checkbox"/>
4.					<input type="checkbox"/>
5.					<input type="checkbox"/>
6.					<input type="checkbox"/>
7.					<input type="checkbox"/>
8.					<input type="checkbox"/>
9.					<input type="checkbox"/>

Part 4. Signature and Social Security Number (Adult must sign.)

An adult household member must sign the application. If Part 3 is completed, the adult signing the form must also list his or her Social Security Number or mark the "I do not have a Social Security Number" box. (See Privacy Act Statement on the "Instructions for Applying" page.)

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted.

Sign here: _____ Date: _____

Social Security Number: _____ - _____ - _____ ☐ I do not have a Social Security Number.

Printed Name: _____ Home Phone: _____ Work Phone: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

Do not fill out this part. For school use only.

Monthly Income Conversion: Weekly x 4.33, Every 2 Weeks x 2.15, Twice A Month x 2

Monthly Income: _____ Household Size: _____ FS/TANF: _____ Date Withdrawn: _____

Eligibility: Free: _____ Reduced: _____ Denied: _____ Reason: _____

Temporary: Free: _____ Time Period: _____ (expires after _____ days)

Reviewing Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Follow-up Official's Signature: _____ Date: _____

Multi-Child Free and Reduced-Price School Meals Application for 2006-07 — continuation sheet

Part 1. Children in School — continuation sheet

Names of all children in school (Last, First, Middle Initial)	School Name	Social Security #, Student I.D. or Date of Birth (OPTIONAL)	Grade	Food Stamp or TANF case # (if any)
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Part 3. Household Members and Gross Income From Last Month (List each person in the household. For each person who receives income, write the amount received and how often it is received.)

1. Name. (List everyone in household.)	2. Income and how often it is received. Weekly (W), Every 2 Weeks (E), Twice a Month (T), Monthly (M).				3. Check if NO Income.
	Earnings from work before deductions	Welfare, child support, alimony	Pensions, retirement, Social Security	Other	
10.					<input type="checkbox"/>
11.					<input type="checkbox"/>
12.					<input type="checkbox"/>
13.					<input type="checkbox"/>
14.					<input type="checkbox"/>
15.					<input type="checkbox"/>
16.					<input type="checkbox"/>
17.					<input type="checkbox"/>
18.					<input type="checkbox"/>
19.					<input type="checkbox"/>
20.					<input type="checkbox"/>
21.					<input type="checkbox"/>

Privacy Act Statement: This explains how we will use the information you give us. The National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your children for free or reduced-price meals. The Social Security Number of the adult household member who signs the application is required unless you list Food Stamp or TANF case numbers for all children you are applying for OR if you are applying for a foster child. You must check the "I do not have a Social Security Number" box if the adult household member signing the application does not have a Social Security Number. We WILL use your information to see if your children are eligible for free or reduced-price meals, to operate the program, and to enforce the rules of the program. We MAY share your eligibility information with education, health and nutrition programs to help them evaluate, fund or determine benefits for their programs, auditors for program reviews and law enforcement officials to help them look into misuse of program rules.

Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly. In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

La Fe Preparatory School

Forma de Inscripción

2007-2008

Información del estudiante:

Apellido: _____ Nombre: _____

Domicilio: _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____

Fecha de Nacimiento: Mes: _____ Día: _____ Año: _____ Grado Escolar en 2007: _____

Género: Masculino _____ Femenino _____

Escuela atendida previamente: _____ Grado Terminado: _____

Contacto de emergencia: _____ Teléfono: () _____

Información de la familia

PADRE:

Nombre: _____

Domicilio (si es diferente): _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____ Teléfono Celular: () _____

Teléfono del trabajo: () _____ Correo Electrónico: _____

Profesión: _____

MADRE:

Nombre: _____

Domicilio (si es diferente): _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____ Teléfono Celular: () _____

Teléfono del trabajo: () _____ Correo Electrónico: _____

Profesión: _____

Guardián Legal (si es aplicable):

Nombre: _____

Domicilio (si es diferente): _____

Ciudad: _____ Estado: _____ Código Postal: _____

Teléfono de casa: () _____ Teléfono Celular: () _____

Teléfono del trabajo: () _____ Correo Electrónico: _____

Profesión: _____

HERMANOS:

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Nombre: _____ Edad: _____ Escuela del estudiante: _____

Apellido: _____

Forma de Inscripción (página 2)

2007-2008

Encuesta de lenguaje:

Lenguaje que hablan en la casa: (Marque uno) Inglés _____ Español _____ Otro: _____

Lenguaje dominante del estudiante: (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por el estudiante: _____

Lenguaje dominante de la Madre: (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por la Madre: _____

Lenguaje dominante del Padre : (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por el Padre: _____

Lenguaje dominante del guardián: (Marque uno) Inglés _____ Español _____ Otro: _____

Otros lenguajes hablados por el guardián: _____

Aditamentos:

Por favor incluya lo siguiente con el paquete de inscripción:

1. Copia de el fisico actual.
2. Copia de inmunizaciones actuales.
3. Aplicación del programa National del Almuerzo (proporcionado).

Autorizo que toda la información porporcionado es exacta.

Firma de Padres/ Guardián

Fecha

Escriba su nombre en letra de molde

La Fe Preparatory School

Estimado Padre de Familia/Encargado:

Los niños necesitan comida nutritiva para aprender. La Fe Preparatory School ofrece comidas nutritivas todos los días escolares. El desayuno cuesta [TBA] y el almuerzo [TBA]. Sus niños podrían calificar para comidas gratis o a precio reducido. El precio reducido es de [TBA] para el desayuno y [TBA] para el almuerzo.

1. ¿Es necesario llenar una solicitud para cada niño? No. Complete la forma para solicitar comidas gratis o a precio reducido. Use una solicitud para comidas gratis o a precio reducido para todos los estudiantes en su hogar. Asegúrese de llenar la solicitud con toda la información requerida ya que no podemos aprobar solicitudes incompletas. **Devuelva la solicitud completa a: La Fe Preparatory School, 520 S. Ochoa El Paso, TX 79901, 915-533-6800.**

2. ¿Quién puede recibir comidas gratis? Niños en hogares que reciben Cupones para Alimentos o TANF y la mayoría de los menores bajo la supervisión de servicios sociales pueden recibir comidas gratis sin importar sus ingresos. También si su ingreso familiar está dentro de los límites de la Tabla Federal de Ingresos, sus niños pueden recibir comidas gratis.

3. ¿Pueden los niños sin hogar, niños que han abandonado su hogar y niños emigrantes recibir comidas gratis? Si no le han informado que sus hijos recibirán comidas gratis, por favor comuníquese con la escuela para verificar si sus hijos califican.

4. ¿Quién puede recibir comidas a precio reducido? Sus hijos pueden recibir comidas a precio reducido si su ingreso familiar está dentro de los límites de la Tabla Federal de Ingresos mostrada en esta solicitud.

5. ¿Debo llenar una solicitud si este año escolar recibí una carta que dice que mis hijos fueron aprobados para comidas gratis o a precio reducido? Por favor, lea la carta que recibió y siga las instrucciones. Llame a la escuela al 533-6800 si tiene preguntas.

6. Yo recibo WIC. ¿Pueden mis hijos recibir comidas gratis? Niños en hogares que participan en WIC podrían ser elegibles para recibir comidas gratis o a precio reducido. Por favor llene una solicitud.

7. ¿Será verificada la información que yo provea? Sí, nosotros podríamos pedirle que envíe prueba escrita de la información provista.

8. Si yo no califico ahora ¿puedo solicitar más tarde? Sí. Usted puede solicitar en cualquier momento durante el año escolar si el tamaño de su familia aumenta, sus ingresos disminuyen, o si comienza a recibir Cupones para Alimentos o TANF. Si usted pierde su trabajo, sus niños podrían recibir comidas gratis o a precio reducido durante el tiempo que usted esté sin empleo.

9. ¿Qué pasa si no estoy de acuerdo con la decisión de la escuela con respecto a mi solicitud? Usted deberá hablar con los oficiales de la escuela. También podría solicitar una audiencia ya sea llamando o escribiendo a: **Amy O'Rourke, 520 S. Ochoa El Paso, TX 79901, 915-533-6800**

10. ¿Puedo solicitar aunque alguien en mi hogar no sea ciudadano americano? Sí. Ni usted ni sus niños necesitan ser ciudadanos americanos para recibir comidas gratis o a precio reducido.

11. ¿A quienes tengo que incluir como miembros de mi familia? Usted debe incluir a todas las personas que vivan en su hogar aunque no sean parientes suyos (por ejemplo, abuelos, otros parientes o amigos). Usted también debe incluirse a si mismo y a todos los niños que viven con usted.

12. ¿Qué pasa si mi ingreso no es siempre igual? Anote la cantidad que usted recibe regularmente. Por ejemplo, si usted normalmente recibe \$1000 al mes pero se ausentó al trabajo el mes pasado y solo recibió \$900, anote que usted recibe \$1000 al mes. Si usted generalmente cobra por horas extras de trabajo incluya esa cantidad, pero no es necesario incluirla si solo trabaja horas extras a veces.

13. Nosotros estamos en el servicio militar, ¿debemos incluir nuestro subsidio para vivienda como parte de nuestro ingreso? Si su vivienda es parte de la Iniciativa de Privatización de Viviendas para Militares usted no necesita incluir el subsidio para vivienda como parte de su ingreso. Otros suplementos deben ser incluidos como parte de su ingreso.

Si usted tiene otras preguntas, por favor llame al: **915-533-6800**

Sinceramente,
Amy O'Rourke

Sus niños podrían calificar para comidas gratis o de precio reducido si el ingreso de su hogar cae dentro de los siguientes límites.

Tabla Federal de Ingreso para 2006-07			
Tamaño de la Casa	Anualmente	Mesual	Semanal
1	18,130	1,511	349
2	24,420	2,035	470
3	30,710	2,560	591
4	37,000	3,084	712
5	43,290	3,608	833
6	49,580	4,132	954
7	55,870	4,656	1,075
8	62,160	5,180	1,196
Cada persona adicional	6,290	525	121

INSTRUCCIONES PARA LLENAR LA SOLICITUD – 2006 -2007

Si su familia recibe CUPONES DE ALIMENTOS o TANF, siga estas instrucciones:

Parte 1: Anote los nombres de los niños, escuela, grado y el número de caso de cupones para alimentos o TANF

Parte 2: Salte esta parte.

Parte 3: Salte esta parte.

Parte 4: Firme la solicitud. El número de Seguro Social no es necesario.

Si usted está solicitando para un HIJO DE CRIANZA, siga estas instrucciones:

Parte 1: Use una solicitud diferente para cada hijo de crianza. Anote el nombre del niño, escuela, y grado.

Parte 2: Marque el cuadro y anote la cantidad del ingreso mensual personal del niño, si alguno.

Parte 3: Salte esta parte.

Parte 4: Firme la solicitud. El número de Seguro Social no es necesario.

PARA TODOS LOS DEMÁS MIEMBROS DE LA FAMILIA, incluyendo los que reciben WIC, siga estas instrucciones:

Parte 1: Anote el nombre de cada niño, escuela y grado.

Parte 2: Salte esta parte.

Parte 3: Siga estas instrucciones para reportar el ingreso total de la familia del mes pasado.

Columna 1– Nombre: Anote el nombre y apellido de cada una de las personas que vive en su hogar ya sean o no parientes (tal como abuelos, otros parientes o amigos). Usted debe incluirse a si mismo y a todos los demás niños que viven con usted. Añada otra página si es necesario.

Columna 2– Ingreso del mes pasado y cuantas veces fue recibido: Al lado del nombre de cada persona escriba los tipos de ingresos que recibieron el mes pasado y cuantas veces los recibieron. Por ejemplo, *Ingresos de empleo:* Escriba el **ingreso bruto** que cada persona ganó. Esta cantidad no es lo mismo que usted lleva a casa. **Ingreso bruto es la cantidad que usted gana antes de impuestos y deducciones.** La cantidad aparecerá en su comprobante de pago o su jefe le puede decir. Al lado de la cantidad, escriba cuantas veces la recibió (semanalmente, cada otra semana, dos veces al mes o mensualmente). *Otros Ingresos:* Anote la cantidad que cada persona recibió el mes pasado de; asistencia pública, sustento de menores, pensión de divorcio, (segunda columna), pensión de jubilación, Seguro Social (tercera columna) y CUALQUIER OTRO INGRESO (cuarta columna). En las demás columnas incluya, compensación laboral, desempleo, beneficios de huelga, Ingreso Social Suplementario (SSI, por sus siglas en inglés), beneficios de Veteranos, beneficios por incapacidad, contribuciones regulares de personas que no viven en su casa, y CUALQUIER OTRO INGRESO. Declare el ingreso neto por ser dueño de negocio propio, finca o algún otro ingreso de renta. Al lado de la cantidad, escriba cuán frecuentemente lo recibió la persona. Si usted es parte de la Iniciativa de Privatización de Viviendas para Militares no incluya el subsidio para vivienda.

Columna 3–Marque si no hay ingresos: Si la persona no tiene ingresos, marque el cuadro.

Parte 4: Un adulto debe firmar la solicitud y anotar su número de Seguro Social o marcar el cuadro si no tiene uno.

Declaración del Acta de Privacidad: Esto explica como nosotros usaremos la información que usted nos provea.

La Ley Nacional de Almuerzo Escolar, Richard B. Russell, exige la información en esta solicitud. Usted no tiene que proveer la información pero si no lo hace, nosotros no podemos autorizar que sus hijos reciban comidas gratis o a precio reducido. Se requiere el número de Seguro Social del miembro adulto del hogar quien firma la solicitud. El número de Seguro Social no es necesario si usted está solicitando para un hijo de crianza o usted anota el número de caso de Cupones para Alimentos, Asistencia Temporal para Familias Necesitadas (TANF, por sus siglas en inglés) o el Programa de Distribución de Alimentos en Reservaciones Indígenas (FDIR, por sus siglas en inglés) asignados a los niños para los cuales está solicitando. Tampoco es necesario proveer el número de Seguro Social si usted indica que el miembro adulto del hogar que firmó la solicitud no tiene un número de Seguro Social. Nosotros usaremos su información para evaluar si sus hijos califican para comidas gratis o a precio reducido, para desarrollar el programa, y para hacer cumplir con las reglas del programa. Nosotros PODRÍAMOS compartir su información de elegibilidad con programas de educación, salud y nutrición para ayudar a esos programas a evaluar, financiar o determinar beneficios; con auditores que revisan programas; y con personal de justicia para ayudarles a investigar violaciones a las reglas de estos programas.

Declaración de No-Discriminación: Esto explica qué hacer si usted cree que se le ha tratado injustamente. De acuerdo con la ley Federal y la política del Departamento de Agricultura, está prohibido que esta institución discrimine por motivo de raza, color, nacionalidad, sexo, edad o incapacidad. Para presentar una queja por discriminación, por favor escriba a USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington DC 20250-9410 o llame al (800) 795-3272 o 202-720-5964 (voz y TDD). USDA no discrimina en sus programas y empleo.

SOLICITUD DE NIÑOS MÚLTIPLES PARA COMIDAS ESCOLARES GRATIS O A PRECIO REDUCIDO 2006-2007

Distrito/Escuela
(District/Charter School)

Parte 1. Niños en escuela (Use una solicitud diferente para cada hijo de crianza)

Apellido, Nombre, Inicial del Segundo Nombre	Nombre de la Escuela	Número de Seguro Social, identificación de estudiante o fecha de nacimiento (opcional)	Grado	# de Cupones de Alimentos o TANF (si aplica).
1.				
2.				
3.				
4.				
5.				
6.				

Si anotó el número de cupones de alimentos/TANF para uno de los niños, vaya a la parte 4.

Parte 2. Hijo de CrianzaSi esta solicitud es para un niño que es responsabilidad de una agencia de bienestar social o una corte, marque este cuadro ☐ luego anote la cantidad de ingreso personal que recibe el niño mensualmente: \$ _____. Vaya a la parte 4.**Parte 3. Miembros del hogar que viven en casa é ingreso bruto del mes pasado de su hogar. (Indique cada persona que vive en la casa. Para cada persona que recibe un ingreso, escriba la cantidad que recibe y cuando la recibe.)**

1. Nombre (Anoté a todos en su hogar)	2. Ingreso bruto y frecuencia <i>Ejemplo: \$100/mes \$100/dos veces al mes \$100/cada 2 semanas \$100/semanales</i>				3. Marque si no hay ingresos
	Ganancias del trabajo antes de deducciones	Asistencia de beneficios sociales, sustento de menores, pensión de divorcio	Pensiones, jubilación, ingresos de Seguro Social	Otros Ingresos	
(Ejemplo) Smith, Jane B.	\$200/semanales	\$150/semanales	\$100/mes		<input type="checkbox"/>
1.					<input type="checkbox"/>
2.					<input type="checkbox"/>
3.					<input type="checkbox"/>
4.					<input type="checkbox"/>
5.					<input type="checkbox"/>
6.					<input type="checkbox"/>
7.					<input type="checkbox"/>
8.					<input type="checkbox"/>

Parte 4. Firma y Número de Seguro Social (Un Adulto debe firmar)

Un miembro adulto de la familia deberá firmar esta solicitud. Si completa la parte 3, el adulto que firma la solicitud deberá anotar su número de Seguro Social o marcar el cuadro que indica que no tiene número de Seguro Social. (Vea el Acta de Privacidad al dorso.)

Prometo que toda la información en esta solicitud es verdadera y que he reportado todos los ingresos. Entiendo que la escuela recibirá fondos Federales basado en la información que yo provea. Entiendo que los oficiales de la escuela pueden verificar dicha información. Entiendo que si deliberadamente proveo información falsa, mis niños podrían perder los beneficios de comidas y yo podría ser procesado legalmente.

Firme Aquí: X _____ Nombre deletreado: _____ Fecha: _____

Dirección: _____ Teléfono: _____

Número de Seguro Social: _____ - _____ - _____ ☐ No tengo número de Seguro Social**No escriba en esta área. Esto es para uso oficial de la escuela.**

Monthly Income Conversion: Weekly x 4.33, Every 2 Weeks x 2.15, Twice A Month x 2

Monthly Income: _____ Household size: _____ Date Withdrawn: _____

Eligibility: Free _____ TANF/FS Free: _____ Reduced _____ Denied _____ Reason: _____

Temporary: Free _____ Time Period: _____ (expires after _____ days)

Reviewing Official's Signature: _____ Date: _____

Confirming Official's Signature: _____ Date: _____

Follow-up Official's Signature: _____ Date: _____

SOLICITUD DE NIÑOS MÚLTIPLES PARA COMIDAS ESCOLARES GRATIS O A PRECIO REDUCIDO 2006-2007--continuado

Parte 1. Niños en escuela (Use una solicitud diferente para cada hijo de crianza)--continuado

Apellido, Nombre, Inicial del Segundo Nombre	Nombre de la Escuela	Número de Seguro Social, identificación de estudiante o fecha de nacimiento (opcional)	Grado	# de Cupones de Alimentos o TANF (si aplica).
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7.

8.

9.

10.

11.

12.

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14.

Parte 3. Miembros del hogar que viven en casa é ingreso bruto del mes pasado de su hogar. (Indique cada persona que vive en la casa. Para cada persona que recibe un ingreso, escriba la cantidad que recibe y cuándo la recibe.)

1. Nombre (Anote a todos en su hogar)

2. Ingreso bruto y frecuencia

Ejemplo: \$100/mes \$100/dos veces al mes \$100/cada 2 semanas \$100/semanales

3. Marque si no hay ingresos

	Ganancias del trabajo antes de deducciones	Asistencia de beneficios sociales, sustento de menores, pensión de divorcio	Pensiones, jubilación, ingresos de Seguro Social	Otros ingresos	
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9.

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Declaración del Acta de Privacidad: Esto explica como nosotros usaremos la información que usted nos provea.

La Ley Nacional de Almuerzo Escolar, Richard B. Russell, exige la información en esta solicitud. Usted no tiene que proveer la información pero si no lo hace, nosotros no podemos autorizar que sus hijos reciban comidas gratis o a precio reducido. Se requiere el número de Seguro Social del miembro adulto del hogar quien firma la solicitud. El número de Seguro Social no es necesario si usted está solicitando para un hijo de crianza o usted anota el número de caso de Cupones para Alimentos, Asistencia Temporal para Familias Necesitadas (TANF, por sus siglas en inglés) o el Programa de Distribución de Alimentos en Reservaciones Indígenas (FDPIR, por sus siglas en inglés) asignados a los niños para los cuales está solicitando. Tampoco es necesario proveer el número de Seguro Social si usted indica que el miembro adulto del hogar que firmó la solicitud no tiene un número de Seguro Social. Nosotros usaremos su información para evaluar si sus hijos califican para comidas gratis o a precio reducido, para desarrollar el programa, y para hacer cumplir con las reglas del programa. Nosotros PODRÍAMOS compartir su información de elegibilidad con programas de educación, salud y nutrición para ayudar a esos programas a evaluar, financiar o determinar beneficios; con auditores que revisan programas; y con personal de justicia para ayudarles a investigar violaciones a las reglas de estos programas.

Declaración de No-Discriminación: Esto explica qué hacer si usted cree que se le ha tratado injustamente. De acuerdo con la ley Federal y la política del Departamento de Agricultura, está prohibido que esta institución discrimine por motivo de raza, color, nacionalidad, sexo, edad o incapacidad. Para presentar una queja por discriminación, por favor escriba a USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington DC 20250-9410 o llame al (800) 795-3272 o 202-720-5964 (voz y TDD). USDA no discrimina en sus programas y empleo.

Special Education Division
Barbara Kaatz

The information on page 74 regarding how staff will conduct Child-Find should be deleted and replaced with the following:

10. Special Needs Students and Programs

- a) The La Fe Preparatory School will implement policies and procedures to ensure that children with a disability identified under Individuals with Disabilities Education Act (IDEA) who live within the school's geographic boundary will be identified, located, and evaluated to guarantee that appropriate services are provided. The La Fe Preparatory School will work in conjunction with the Education Service Center-Region 19, the surrounding public and private schools, and early childhood intervention (ECI) programs to inform the community about special education programs for children of all ages. The La Fe Preparatory School will utilize the local network of special education resources to host parent/community awareness presentations and to provide informational brochures that are intended to notify the public about services available for children, regardless of their disability or age.

Education Service Center-Region 19 will provide the La Fe Preparatory School with a list of Independent Evaluators that are available in the El Paso area that are able and qualified to conduct evaluations on children. The La Fe Preparatory School will contract with the needed diagnosticians and other specialists to ensure that services are provided as required. A sample contract is attached.

Children between the ages of 0-5 who are not enrolled in the school but who live within the geographic boundary will be entitled to receive early childhood disability screenings by independent evaluators (contracted with by the La Fe Preparatory School) through Child Find. Notice of periodic early childhood disability screenings will be given during the public awareness presentations, through public announcements, and by Centro de Salud Familiar La Fe referring their patients who may have a potential disability. By means of the screening, children between the ages of 0-3 who are suspected of having a disability will be referred to local early childhood intervention agencies. Children who are between the ages of 3-4 who are suspected of a disability will be referred to the El Paso Independent School District for services. Children who are between the ages of 4-5 will be able to receive special education services at the La Fe Preparatory School as the school has a Pre-Kindergarten for four year olds.

All students who are enrolled in the La Fe Preparatory School will be provided with support services that include tutoring, mentoring, and remediation. If a student experiences continued difficulty after general services have been fully utilized, an Early Intervention Committee of teachers and parents will convene to review information regarding the child, the steps taken thus far, the possible remediation strategies. If such remediation is not successful, a Full and Individual Evaluation (FIE) will be completed by a multidisciplinary team and will be used to identify all potential areas of disability, including health, vision, hearing, social, emotional, speech, intellectual, and motor skills. The La Fe Preparatory School will utilize the

list of available independent specialists provided by Education Service Center-Region 19 to contract the needed diagnostician. The evaluation will be standardized so not to be discriminatory to different races or cultures. The test will be valid for all language learners to ensure that the shortcomings are due to a true disability and not just limited language skills in a particular language. Appropriate tools will be used to assess each student's developmental level and will be suitable for children with sensory, manual, or speech impediments.

If it is determined that a child has a disability under IDEA, the multidisciplinary team determines that the child is qualified for Special Education services, and the parents consent to the child receiving special education services, an ARD (Admission, Review, Dismissal) committee will meet within thirty days of the disability being identified. The ARD committee will consist of a parent, classroom teacher, Special Education Specialist, the specialist contracted with to serve the student (if needed), and any other person required under IDEA. The ARD committee will be responsible for determining the appropriate Individual Education Plan (IEP) for the child. The ARD Committee will consider the child's strengths, the parents' concerns, goals for the child, evaluation results, and factors that will help the child progress. Conforming to IDEA, particularly the Least Restrictive Environment provisions, the ARD Committee will ensure children with disabilities will be educated with children who do not have disabilities to the maximum extent appropriate. Supplementary aids and services will be considered to address the needs of those children placed in special education.

**La Fe Preparatory School
Special Education Consultant Contract**

Contract Number: _____

1. This contract is entered into by and between, _____ hereinafter designated "District" and _____ Social Security of Employer Identification Number ____/____/____ Hereinafter designated "Contractor" (W-9 form must be completed).

2. During the period beginning _____ and ending _____. Contractor, as an independent contractor, who is not an employee or agent of District, shall provide to the District, the following services for the use and benefit to public education in Texas. _____ for the performance, satisfactory to the District, of the services described above, the District shall pay to Contractor a fee equal to the sum of \$ _____. The total amount payable to the Contractor by the District pursuant to this contract shall in no event exceed the sum of \$ _____. All payments due to Contractor shall be made by a District check upon completion of work, and submission of an itemized invoice with necessary receipts.

3. All information, materials, and products developed pursuant to this contract shall be the property of the District. The contractor shall not assert any claim in law or equity, or assert any claim to statutory copyright and /or patent in such information, materials, and products without the prior written permission by the District.

4. This contract in all its particulars is subject to all State of Texas and Federal laws, rules, and regulations including, but not limited to Title VI of the Civil Rights Act of 1964, as amended. This contract shall be interpreted according to the laws of the State of Texas. This contract is valid upon signature by all legal parties (subject to all approvals required under Art. 6252-11c, Texas Civil Statutes, and Art V of the current Texas General Appropriations Bill and all like or similar approval provisions as may be subsequently enacted.)

5. Contractor [] is [] is not incorporated. If incorporated, Contractor must attach a current franchise tax Certificate of Good Standing, available from the Texas State Comptroller to this contract when signed and returned to the District.

6. Contractor affirms that this contract does not create a conflict of interest with his/her present employer.

7. This contract may not be assigned by the Contractor without the written consent of the District.

8. Either party may terminate this contract on ten (10) days written notice. The District for cause may also terminate this contract. Specifically, although not exclusively, cause

shall include the District having to cancel an event related to the Contractor's performance for reasons beyond its control, or for Contractor's failure to perform as contemplated by the District. In the case of the cause described herein, should a dispute arise over whether cause exists the judgment of the District will control.

9. On termination the Contractor shall be due only compensation earned, and reimbursement for approved costs. No fee will be due when termination was on ten (10) day notice.

10. The consultant shall indemnify and save harmless the District and its Board of Trustees, agents and employees from all suits, actions or claims of any character, type or description, brought or made or on account of any injuries or damages received or sustained by the any person or persons or property, arising out of, or occasioned by the negligent acts, errors or omission for the Consultant/Contractor, his agents or employees in the performance of its duties under the terms of this agreement.

11. The District upon 10 days written notice to the Consultant in the event that the District must substantially modify or reduce the size or scope of the project due to financial exigency or lack of funding may terminate this agreement. In such event the consultant shall be paid for all basic service and reimbursable expenses through the date of termination.

12. This Agreement shall be governed by the State of Texas. El Paso, County.

AGREED and accepted on behalf of Contractor to be effective on the earliest date written above by a person authorized to bind Contractor.

Authorized Signature

Name

Title

Contractor must sign and return

Three (3) originals of this Contract to: _____

AGREED on behalf of District this _____ day of _____, by a
person authorized to bind the District. Month/Year

The information on page 75 regarding accessing staff for evaluation should be deleted and replaced with the following:

- b) The La Fe Preparatory School will have a **certified Special Education Specialist** on staff. In addition, the Education Service Center-Region 19 will provide the La Fe Preparatory School with a list of independent evaluators available in El Paso, and the La Fe Preparatory School will access the needed qualified independent evaluation specialists by contract to conduct *Full and Individual Evaluations*. The list of independent evaluation specialists includes, but is not limited to: Speech and Language, Assistive Technology, Audiologist, Vision, Medical, Education, Psychological, and Neurological. A sample job description for an educational diagnostician is provided below. Once an evaluation has been completed, the Special Education Specialist, who will be qualified to interpret the Full and Individual Evaluations performed by the independent evaluators, will participate on the ARD committee during which the Individual Education Plan is developed.

Requirements for educational diagnostician hired by contract:

Knowledge:

- Qualifications necessary to administer and interpret tests.
- Standards for test reliability.
- Standards for test validity.
- Procedures used in standardizing assessment instruments.
- Use of standard error of measure in the field of measurement.
- Possible sources of test error.
- Uses and limitations of assessment information.
- Vocational and career assessment.
- Motor skills assessment.

Skills:

- Select and utilize assessment materials based on technical quality.
- Collect thorough assessment data.
- Score assessment instruments accurately.
- Select or modify appropriate assessment procedures and instruments to ensure non-biased results.
- Use observation techniques.
- Assess basic academic skills.
- Assess language skills.
- Assess adaptive behavior.
- Assess behavior.
- Assess perceptual skills.
- Make individualized recommendations for eligibility, instruction and transition based on assessment results.
- Prepare assessment reports.
- Teach informal and observational techniques of data collection.
- Keep accurate and detailed records of assessment and related proceedings.

The information on pages 75 and 76 regarding accessing staff for special education and related services should be deleted and replaced with the following:

- c) The La Fe Preparatory School will hire a certified Special Education teacher to be on staff (see job description below). The Special Education teacher, to be called the Special Education Specialist, will promote and provide special education services for students placed in special education and whose IEP indicates such services are needed. The Special Education Specialist will assist in facilitating the pre-referral meetings, coordinate assessments, participate on the ARD committee, serve as a member of the multidisciplinary assessment team, will work with the child based on the child's IEP, and will provide any other services required by the ARD committee or required by state or federal mandates. If the ARD Committee determines that the Special Education needs of the child exceed the capabilities of the school, consideration of contracting services will be decided upon. La Fe Preparatory School will utilize the Educational Service Center –Region 19 for a list of available special education professionals from whom to contract with when necessary, with technical assistance, and with training in the area of special education.

The services provided to children who qualify for special education will be based on the child's IEP. If a student's IEP indicates that the child is able to participate in a regular classroom with assistance, the Special Education Specialist will assist the child in their regular classroom. The Special Education Specialist will coordinate assignments and lessons with the classroom teachers to ensure that each child's IEP is being followed. The Special Education Specialist will, when required by the child's IEP, pull a child out of the regular classroom to receive special education services.

When a child's IEP indicates the need for related services that are beyond the capabilities of the Special Education Specialist, specialists in the needed area will be contracted to provide services. Children who require related services including transportation, psychological counseling, physical therapy, school health services, speech-language services, and social-work will be provided such services in the least restrictive manner.

Job Description Special Education Specialist

The teacher's main role is to collaborate with classroom teachers to address the needs of special education students in an inclusive, nurturing learning environment.

Qualifications/Skills:

- Minimum of a bachelor's degree with a teacher's certificate specializing in Special Education.
- Dedicated to the vision of the parent organization, El Centro de Salud Familiar La Fe, Inc. and understands the history and culture of the Segundo Barrio.

- Capable of instructing students in a supportive manner that addresses multiple learning styles and special education needs.
- Strong classroom management skills.
- Able to work cooperatively with supervisors, colleagues, parents, and students.

Responsibilities:

- Hours: 7:30am-3:00pm
- Coordinate evaluations of children who are suspected to have special education needs.
- Collaborate with classroom teachers, principal, and parents to create Individual Education Plans for special needs children.
- Design and compose thematic units that are aligned with TEKS scope and sequence and with each child's ARD.
- Complete all necessary paperwork needed for special education students by the appointed deadlines.
- Conceive and implement lesson plans that follow the thematic units and scope and sequence of the charter school.
- Collaborate with classroom teachers on daily lesson plans, teaching strategies, and student performance.
- Demonstrate flexibility in teaching methods to address multiple learning styles and intelligences.
- Adjust pace and provide individual attention for students based on student assessments.
- Create opportunities for experiential learning.
- Utilize technology programs to enhance comprehension of technology, basic academic skills, and problem solving.
- Manage behavior in a fair, respectful manner, following the guidelines set forth in the Student Handbook.
- Analyze student assessments and work collaboratively with classroom teacher, parents, and students to improve problematic areas.
- Document student performance, lesson plans, activities, and parent interactions.
- Willing to participate in extracurricular activities if necessary.
- Organize/decorate classroom in a welcoming manner that is conducive to learning, comfort, and group interaction.
- Participate in the selection of books, equipment, materials, and professional development opportunities.
- Strengthen job skills through professional development opportunities and participate in professional learning community with other teachers and staff at school.
- Follow and abide by state, federal, and charter regulations.

The information on page 76 regarding ensuring a full continuum of placement options should be deleted and replaced with the following:

d) The La Fe Preparatory School will provide the appropriate instructional placement for all students with disabilities. Instructional placement will be dependent on each child's independent needs that are described in the IEP. The La Fe Preparatory School will provide all teachers with opportunities to learn special education instruction strategies to address the needs of all children. The following educational placements will be available to students to ensure a full continuum of placement options.

- Mainstream: The student will participate in the regular classroom, and the Special Education Specialist will either directly/indirectly (via the classroom teacher) ensure that the child's needs are accommodated according to the IEP.
- Resource Room: A child who needs to be separated from the class to receive individual special education or related services. The child will spend no more than 50% of the school day in the resource room. Following what is indicated in the child's IEP, either the Special Education Specialist will provide the necessary services or a qualified professional will be hired contractually to provide the needed services.
- Self-Contained: Students who are unable to participate in the regular classroom for more than 50% of the day will receive instruction in a self-contained classroom on campus. Following what is indicated in the child's IEP, either the Special Education Specialist will provide the necessary services or a qualified professional will be hired contractually to provide the needed services.
- Homebound: Students who have been confined for a minimum of four consecutive weeks by a doctor will receive special education instruction at home or in the hospital. Following what is indicated in the child's IEP, either the Special Education Specialist will provide the necessary services or a qualified professional will be hired contractually to provide the needed services.
- Hospital Class: Students who reside in the hospital, residential care center, or treatment facility not operated by the school district will receive special education instruction. Following what is indicated in the child's IEP, either the Special Education Specialist will provide the necessary services or a qualified professional will be hired contractually to provide the needed services.

The information on page 76 regarding how staff will provide FAPE for expelled students should be deleted and replaced with the following:

- e) The La Fe Preparatory School will establish policies that ensure that all children with disabilities attending the La Fe Preparatory School will have access to a Free and Public Education (FAPE), including those that have been suspended or expelled for disciplinary reasons.

If a student with a disability has carried out actions that would warrant expulsion as described in the School Handbook, the ARD committee will convene to determine if the actions were a result of the child's disability. In order to address behavior issues, the ARD Committee will conduct a Functional Behavior Assessment (FBA) to modify the child's Behavioral Intervention Plan and IEP in attempts to improve behavior. If the actions were unrelated to the disability, the student will follow the Student Code of Conduct described in the Student Handbook. FAPE still applies, and the ARD will determine how services will continue to be provided, which may include: the student coming to the school to receive services required by his/her IEP, the school providing services to the student at a public center, like a public library, or the school providing services at the student's home. The child will continue receiving the exact same services and as often as was specified on the IEP. The services will be provided by the Special Education Specialist on staff if specified by the IEP; otherwise, a contractual agreement will be created with a qualified special education profession to provide the required services.

The information on page 77 regarding the initial placement of transfer students should be deleted and replaced with the following:

- f) Parents whose children transfer to the La Fe Preparatory School will fill out an enrollment questionnaire that asks whether the child received special education services at their past Local Education Agency (LEA). If the student did previously receive special education services, the La Fe Preparatory School will call the previous Independent School District within 5 school days to request a transfer of all records including the IEP for the child. While records are being transferred, La Fe Preparatory School will request verbal information regarding the child's IEP to instigate placement and services. An ARD Committee will be formed for the child, and they will meet to decide on a temporary special education plan until records from the previous school are provided. Once the IEP is provided, the ARD Committee will review the child's IEP and do a formal evaluation of the child. Within thirty days, the child will be permanently placed with an updated IEP that accommodates his/her individual needs.

The information on page 77 regarding how the school will provide EYS services should be deleted and replaced with the following:

- g) Children who receive special education services will be reviewed by their ARD Committee to determine if the child will lose critical skills during school vacations. If the ARD Committee concludes that the child receive services during extended school vacations, then Extended Year Services (EYS) will be provided as indicated in the IEP. Children will be able to receive individual special education services required during the summer or other school vacations as identified in their IEPs to work on identified goals and objectives that will diminish over extended breaks from school. The special education specialist will provide the special education services if indicated in the child's IEP. If other professionals are required as indicated in the IEP, the Special Education Specialist will coordinate with those contractual professionals as necessary. During any extended break from school, should a child require related services including transportation, psychological counseling, physical therapy, school health services, speech-language services, and social-work, such services will be provided. It should be noted that local revenues will fund the summer program that is mandatory for all students whose ARD Committee **does not** require services during school vacations.

The information on page 77 regarding how the school will meet the needs of students meeting the criteria for dyslexia should be deleted and replaced with the following:

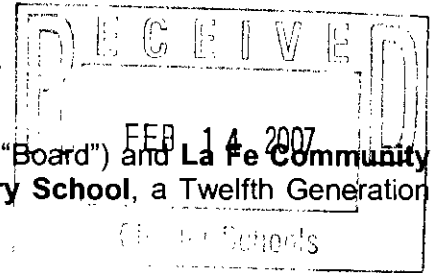
- h)** The board of directors of the La Fe Community Development will ensure that a handbook be created to publish the procedures concerning dyslexia and the school's plan to identify and accommodate students with dyslexia. The school will aim to assure identification procedures follow state regulations, appropriately serve the needs of all students who display the characteristics of dyslexia, promote parental involvement, and maintain documentation of students with dyslexia.

Students in Kindergarten, 1st and 2nd grade will be administered an early reading instrument to assess the students' reading development and comprehension. If the results from such assessments indicate that a child is at risk for dyslexia or other reading difficulties, the parents will be notified and a meeting will take place to discuss the situation to review the results. La Fe Preparatory School will then implement an accelerated reading program that addresses the individual child's reading difficulty in attempts that the child will progress to grade level. If a student, in any grade level, continues to struggle with reading, writing, or spelling, the child will be referred to an Early Intervention Committee. The Early Intervention Committee will consist of the classroom teacher, a person trained in dyslexia instruction, and ideally the student's parents. The committee will meet to decide whether the child should be administered a dyslexia assessment. If the student qualifies, appropriate services for the child will be implemented. A 504 Committee, composed of the classroom teacher, the Special Education Specialist (as an advisor if applicable), a person trained in dyslexia instruction, and ideally the student's parents will be formed to review services and monitor the student's progress on a yearly basis. Parents will be encouraged to participate in a training program about dyslexia so they understand how to best assist their child with their learning difficulty. If a child with Dyslexia is already receiving Special Education Services or related services, the child will continue receiving such services as determined by the ARD committee.

The information on page 78 regarding how the school will meet the needs of students meeting the criteria for Section 504 should be deleted and replaced with the following:

- i) La Fe Preparatory School will provide free appropriate education for children who qualify for Section 504. If a student needs or is suspected of needing 504 services, he/she will be evaluated by a trained professional. A 504 committee composed of the classroom teacher, specialized personnel, and ideally the student's parents will develop an accommodation plan for that student. The plan will then be disseminated to all teachers responsible for the child. The child will remain in the regular classroom, and the student's accommodations apply in all areas of instruction, even PE, art classes, etc. The 504 committee will convene annually to monitor progress and determine if services are appropriate. Students who qualify for Section 504 will be reevaluated at least every three years to determine continued eligibility. Children who qualify for Section 504 will have equal access to counseling, physical education and athletics, transportation, health services, recreational activities, special interest groups or clubs, referrals to other agencies, and employment.

CONTRACT FOR
OPEN-ENROLLMENT CHARTER SCHOOL



This contract is executed between the Texas State Board of Education (the "Board") and **La Fe Community Development Corporation** ("Charter Holder") to operate **La Fe Preparatory School**, a Twelfth Generation open-enrollment charter school.

General

Definitions. As used in this contract: "Charter" means the Twelfth Generation open-enrollment charter as provided by, Chapter 12 Subchapter D, Texas Education Code, and granted by this contract.

"Charter Holder" means the sponsoring entity identified in the charter application and the entity to which a charter is granted by this contract.

"Charter School" means the Twelfth Generation open-enrollment charter school. Charter School is part of the public school system of Texas and is a "charter school" within the meaning of 20 U.S.C. § 8066.

"Agency" means the Texas Education Agency.

"Commissioner" means the Commissioner of Education.

The Charter. This contract grants to Charter Holder a Twelfth Generation open-enrollment charter under Texas Education Code Chapter 12, Subchapter D. The terms of the charter include: (a) this contract; (b) applicable law; (c) Request for Application (RFA) 701-05-008 (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board or the Commissioner; and (e) all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned (a) through (d).

Term of Charter. The charter shall be in effect from the date of execution through July 31, 2011 unless renewed or terminated. The grant of this charter does not create an entitlement to a renewal of the charter. The charter may be renewed for an additional period determined by the Commissioner.

Revision by Agreement. The terms of the charter may be revised with the consent of Charter Holder by written amendment approved by the Commissioner.

Students

Open Enrollment. Admission and enrollment shall be open to any person who resides within the geographic boundary stated in the charter application and who is eligible for admission based on lawful criteria identified in the charter application. Total enrollment shall not exceed the maximum number of students set out in the charter application.

Non-religious Instruction and Affiliation. Charter School shall not conduct religious instruction. Charter Holder and Charter School shall be nonsectarian in their programs, policies, employment practices, and all other operations.

Children with Disabilities. A charter school is a "local educational agency" as defined by federal law. Charter Holder must comply with the Individuals with Disabilities Education Act (IDEA), as amended by the Individuals

with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1401, et seq., and implementing regulations; Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794, and implementing regulations; Title II of the Americans with Disabilities Act (ADA), 42 U.S.C. §§ 12131-12165, and implementing regulations; Chapter 29, Texas Education Code, and implementing rules; and court cases applying these laws.

Student Performance and Accountability. Charter Holder shall satisfy Chapter 39, Subchapters B, C, D, and G of the Texas Education Code, and related Agency rules, as well as the student performance accountability criteria stated in its application for charter.

Financial Management

Financial Management and Accountability. Charter Holder shall satisfy Chapter 12, Sections 12.104 and 12.111 of the Texas Education Code, and related Agency rules regarding financial management accountability.

Governance and Operations

Indemnification. Charter Holder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with any acts of Charter Holder, its agents, employees, and subcontractors in performance of this contract.

This Agreement

Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings, and discussions are superseded by this contract.

Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charter Holder with: (a) the terms, required assurances, and conditions of RFA 701-05-008; (b) applicable law; and (c) all commitments and representations made in Charter Holder's application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

Governing Law. In any suit arising under this contract, Texas law shall apply.

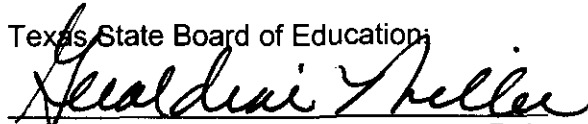
Laws and Rules Applicable. By executing this contract, the undersigned representatives of Charter Holder represent that they have read and understand the rules adopted by the Board and the Commissioner pursuant to Texas Education Code Chapter 12, Subchapter D and that they have had full opportunity to consult with their own legal counsel concerning said rules prior to executing this agreement. The undersigned representatives further understand and agree that: (a) this contract is contingent upon legislative authorization and the contract and the funding under it may be modified or even terminated by future legislative act; (b) the

terms of this contract, and of the Twelfth Generation open-enrollment charter created by this contract, include all applicable state and federal laws and all applicable rules and regulations; (c) state and federal laws, rules, and regulations may be adopted, amended or repealed from time to time; (d) all such changes to state and federal laws, rules, and regulations applicable to Charter Holder or to its charter school(s) may modify this contract, as of the effective date provided in the law, rule, or regulation; and (e) a contract term that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

Eligibility and Authority. By executing this contract, Charter Holder represents that it is an "eligible entity" within the meaning of Section 12.101(a), Texas Education Code. Charter Holder shall immediately notify the Commissioner of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charter Holder. Charter Holder further represents that the person signing this contract has been properly delegated authority to do so.

Entered into this 2 day of 21, 2007

Texas State Board of Education:


Geraldine Miller, Chair Date

La Fe Community Development Center:

 2/6/07
Robert Gonzalez, Chair Date

La Fe Preparatory School:

 2.6.07
Amy O'Rourke, Chief Operating Officer Date