

Application Coversheet

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Name of Sponsoring Entity: **RIVERWALK EDUCATION FOUNDATION, INC.**

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 University

Chairperson of Governing Body of Sponsoring Entity: **Dr. Turgay Korkmaz**

CEO of Sponsoring Entity: **Dr. Turgay Korkmaz**

CEO/Superintendent of Proposed Charter School: **Kemal Namver, M.S. (Interim)**

Representative Who Attended an Applicant Conference: **Kamil Yilmaz**

Date of Conference: **Friday, October 27, 2006**

Applicant Mailing Address: **1450 NE Loop 410 San Antonio, TX 78209**

Physical Address of Proposed Administrative Offices (if different from above): **Same**

Number of Campuses Being Requested : **1**

Physical Address of Each Proposed Campus: **Nueces County (Exact location is yet to be determined)**

Contact Name: **Kemal Namver** Contact E-mail Address: **mnamver@ssttx.org**

Contact Phone #: **210-804-0222** Contact Fax #: **210-822-3422**

Circle Grade Levels to be served and state maximum enrollment for each year:

By Year 3, at least one grade in which the state accountability tests are administered must be offered.

Year 1: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12 Maximum Enrollment: 350

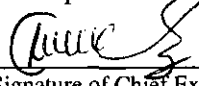
Year 2: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12 Maximum Enrollment: 550

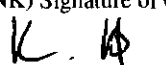
Year 3: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12 Maximum Enrollment: 700

Year 4: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12 Maximum Enrollment: 800

Year 5: Pre-K3 Pre-K4 K 1 2 3 4 5 6 7 8 9 10 11 12 Maximum Enrollment: 900

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.

 2/21/07 Dr. Turgay Korkmaz
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity Date Printed Name

 2/21/07 Kemal Namver
(BLUE INK) Signature of Application Preparer Date Printed Name

With what company is the application preparer associated? **School of Science and Technology**

Was preparer paid? ☐ Yes ☒ No

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Applicant Checklist

School of Science and Technology Corpus Christi

Riverwalk Education Foundation, Inc.

Proposed Thirteenth Generation Charter School Name

Sponsoring Entity Name

This checklist **MUST** be completed and submitted as part of the application to ensure that the applicant has provided all of the information required by the RFA.

Application

- ☒ Application Coversheet
- ☒ Table of Contents
- ☒ Applicant Checklist (this document)

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 here to indicate that all attachments have been included in the order indicated below.)
 - ☒ A Notarized Biographical Affidavits for members of the governing body of the sponsoring entity or of the charter school (if any) and any identified officers of the charter school
 - ☒ B Organizational Chart reflecting all of its operations, including the proposed charter school
 - ☒ C 501(c)(3) Determination Letter from IRS or statement that it 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 or a comparable document if the sponsoring entity is an out-of-state nonprofit corporation or a statement that this not required if the sponsoring entity is an institution of higher education or a governmental entity. (If the sponsoring entity has amended its Articles of Incorporation, it must submit both the original Articles of Incorporation and the documents reflecting amendments to the original Articles of Incorporation. The failure to submit all of these documents will render this attachment incomplete.)
 - ☒ E Corporate Bylaws or statement that it is not required if sponsoring entity is an institution of higher education or a governmental entity
 - ☒ F Published Notice of Public Hearing showing name of the newspaper and date of publication and stating the proposed school name, sponsoring entity name, date, time, and place of meeting, and names of sponsoring entity board members
 - ☒ G Synopsis of Public Hearing
 - ☒ H Signed Certified Mail Receipt Cards showing that relevant school districts and charter schools received statement of impact forms (In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted.)
 - ☒ I Audit Report or one of the following: (1) unaudited financial statements (consisting of an unaudited statement of financial position; an unaudited statement of activities; and an unaudited statement of cash flows including 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) **OR** (2) a statement that no documents are being provided because the sponsoring entity was incorporated after January 1, 2005 and has less than \$5,000 in receipts and total assets.
 - ☒ J Credit Report or a statement that no report is provided because the sponsoring entity was incorporated after January 1, 2005 and has less than \$5,000 in receipts and total assets.
 - ☒ K IRS 990 Filing or a statement explaining why it is not available.
 - ☒ L Documentation Verifying All Sources of Funding or a statement explaining that there are no sources of funds (General letters of support should NOT be included).
 - ☒ M Start-Up Budget
 - ☒ N Budget for Year One of Operation (Budgets for Years Two and Three are required in some cases where escalating enrollment is planned.)
 - ☒ O Negotiated Service Agreement(s) or a statement explaining why no agreements are being provided.
 - ☒ P Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s) or a statement explaining why no documents are being provided

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

Kemal Namver
Name of Application Preparer (Typed)
K. Namver 2/21/07
Signature of Application Preparer Date

Dr. Turgay Korkmaz
Name of CEO of Sponsoring Entity (Typed)
Dr. Turgay Korkmaz 2/21/07
Signature of CEO of Sponsoring Entity Date

Application for a Thirteenth Generation Open-Enrollment Charter School

Sections to be Scored by External Review Panel

Terms used in this application:

“Sponsoring entity” means the Riverwalk Education Foundation, Inc. (Charter Holder);

“Foundation” means the Riverwalk Education Foundation, Inc.;

“School” means School of Science and Technology Corpus Christi (the proposed school);
and

“Board of directors” mean board members of the Riverwalk Education Foundation, Inc.

1. STATEMENT OF NEED

a) Discuss why members of the sponsoring entity believe that the proposed school is needed and why they believe that sufficient demand exists to make the school viable.

The sponsoring entity, Riverwalk Education Foundation, has been operating a high performing charter school in San Antonio, School of Science and Technology (SST), which opened its doors to students in 2005. The School of Science and Technology was rated "EXEMPLARY" in 2006 in the first year of operation. Table 1.1 below compares SST's performance to Region 20 where it is located and to the State.

Table 1.1
TAKS Test Passing Rates in Percent, 2006 (Sum of All Grades)

Subject Area Tested	State	Region 20 (San Antonio)	SST
Mathematics	75	73	95
Science	72	72	93
ELA/Reading	87	87	97
Writing	91	92	100
Social Studies	87	87	100
All Tests	67	65	94

Source: Texas Education Agency, AEIS (Academic Excellence Indicator System), 2005-2006 State, Region and District Performance Report.

Under the same state accountability system, the School of Science and Technology was awarded three Gold Performance Acknowledgements in 2006 in Reading/ELA, Writing, and Social Studies (Texas Education Agency Academic Excellence Indicator System 2005-2006 Standard Accountability Indicator, District Performance Report).

The School of Science and Technology became a driving force in especially in science, math, and technology education in San Antonio. Table 1.2 below summarizes SST students' success at various local and state wide competitions, bolstering SST model's appropriateness and curriculum's vigor.

Table 1.2
SST's Accomplishments in Science, Math, and Technology in 2006

Name of Competition	Award
San Antonio Science Fair	The school having the most outstanding science program for the year in Texas Junior Academy and Alamo Regional Fair
	Highest cumulative score by a school participating in science research following protocols required by a scientific review committee
	Individual awards: 6 first places, 4 second places, 1 fourth place
	7 special awards
San Antonio Chapter of Junior Academy of Science	The highest prize
	Individual awards: 3 first places, 3 second places, 1 fourth place

South Texas Regional Science Olympiad	Best school
	Individual awards: 13 first places, 7 second places, 10 third places
Texas State Science Fair	Individual awards: 1 second place, 2 fourth places
Regional Math Counts	Individual awards: 1 sixth place, 1 eighth place

The achievements of the School of Science and Technology have been acknowledged by various community leaders both at local and state level, namely as the City of San Antonio, the Senate of the State of Texas, and the Congress of the United States.

The accomplishments of SST model has drawn attention at local and state level and encouraged SST community to extend the same opportunity to other major cities in Texas. We strongly believe that our dedication, experience, expertise, and resources on our current school will enable us to serve more students and their families throughout the State of Texas. The School of Science and Technology schools are planned and networked in a way that the schools will share experience and know-how via a strong network comprised of superintendents, principals, administrators, teachers, parents, and students. Each district will join efforts in pursuing similar student goals with the highest expectations, but at the same time still serve the local needs of their population.

The School of Science and Technology's program is geared towards providing students a college preparatory program with a particular emphasis on science, math, and technology education. Large cities such as Corpus Christi need more schools that offer a college bound education. The School of Science and Technology Corpus Christi will strive to play a role in satisfying this need. Texas A&M University Corpus Christi as well as other institutions of higher learning offer comprehensive programs in science and technology. SST Corpus Christi will offer programs to develop skills and education for its students to enroll in Science and Engineering departments of prestigious colleges in the country and compete in an increasingly demanding workplace of science and technology, and contribute to the long-term economic development of the region. SST San Antonio already takes part in the activities organized by the University of Texas San Antonio's Office P-12 Initiatives. Similar partnerships with the area higher education institutions in Corpus Christi will be formed based on the current campus' know-how experience.

Table 1.3
TAKS Test Passing Rates in Percent, 2006 (Sum of All Grades)

Subject Area Tested	State	Region 2 (Corpus Christi)	SST
Mathematics	75	70	95
Science	72	65	93
ELA/Reading	87	86	97
Writing	91	91	100
Social Studies	87	83	100
All Tests	67	62	94

Source: Texas Education Agency, AEIS (Academic Excellence Indicator System), 2005-2006 Region Performance Report.

Table 1.3 suggests that there is an apparent demand in Corpus Christi area for programs to bridge the lack of mastery of basic skills in core subject areas. The TEA's 2006 AEIS report shows that public schools in Region 2 (Corpus Christi) area achieved lower than schools in state (Table 1.3).

The need for better programs to enhance college readiness in Region 2 is even more demonstrated in Table 1.4 below. Less than **18.4%** of students of **Region 2** scored above the critical SAT and ACT score. This is well below the average for the State of Texas (27.4%). This poor performance means that the majority of students do not receive college prep education. Percentages of students tested given in Table 1.4 also shows the students of the region need stronger encouragement and motivation for Higher Education Programs.

Table 1.4
College Readiness Indicators in Percent, 2006

Indicator	State	Region 2 (Corpus Christi)
SAT/ACT At/Above Criterion	27.4	18.4
Mean SAT Score	992	972
AP/IB Examinees >= Criterion	51.8	31.1
AP/IB Scores >= Criterion	47.4	27.6

Source: Texas Education Agency, AEIS (Academic Excellence Indicator System), 2005-2006 Region Performance Report.

Given the need in Region 2 for strong academic programs as shown in Tables 1.3 and 1.4 and demonstrated achievements of the SST model as summed in Tables 1.1, 1.2, and 1.3, the SST model will benefit the communities in Corpus Christi as it did in San Antonio area.

Integration of technology into various curricula has been a substantial goal in schools. SST Corpus Christi will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool. SST Corpus Christi will also be a driving force for the minority population participating more in science and technology. School of Science and Technology, with over 70% minority population, has encouraged many students to reach academic excellence through academic competitions by encouraging student participation in Science Fairs and Olympiads. The proposed school will implement a strong science program in which students will attend science fairs, Olympiads and other competitions. This will also serve to bridge gap of lack of opportunities to compete in global math and science Olympiads. The School of Science and Technology Corpus Christi shall help local area students raise their attentiveness and begin the process of developing skills and the desire to compete at the highest level in those competitions.

One of the major challenges educators face nowadays is to get the parents to be more involved in their kids' education. On the other hand, those parents who would like to contribute to the education often feel that, especially in big districts and schools, this can hardly be realized. In addition to strong emphasis on math, science, and education, the SST Corpus Christi will play an important role in enhancing the parental involvement into a child's education. Home visits help establish rapport among these groups. During home visits, teachers discuss student progress, programs and planning; parents provide priceless feedback and input; and students improve both academically and socially. The current School of Science and Technology has been conducting home visits for 1.5 years and is a unique school in Texas in that sense. Parents and students will be actively involved in the community service program at SST Corpus Christi and reach out to the community as much as possible through many SST community outreach programs.

One of the top priorities in schools today is the safety. Parents demand safe schools where the children are not exposed to bullying, intimidation, violence, and such. School of Science and Technology Schools are committed to stand against any and all threats by forming a safe campus

environment through thorough and continuous supervision for its students. As a small sized campus, SST Corpus Christi will be secure and conducive learning environment that the parents expect.

The SST Corpus Christi is needed not only because of the transfer of the proven model but also for implementation of the following:

ELEMENTARY

Scientific studies indicate that elementary school lays the foundation for a rigorous secondary curriculum. The need for improvement in Reading in our schools has inspired the board members of the Riverwalk Education Foundation ("the Foundation") to start with an elementary school and continue to build on during the secondary years.

The elementary section of SST Corpus Christi will emphasize Reading, Math, Science and Social Studies and follow a cross-disciplinary approach that will allow for the integration of art and technology into these core areas. Elementary students will work on science fair projects, art portfolios, and presentation skills to increase their understanding of concepts and self-efficacy.

Elementary section will serve as a model in the area where technology will be widely and scientifically used as a student-oriented learning tool. The school will have computer labs and Multimedia Computer Labs where students will be able to use multimedia and internet as part of a lesson plan in core subject areas. The foundation strongly believes that exposure to technology at a young age is essential for elementary school students.

SST Corpus Christi also aims to meet the needs of diverse populations whose values for education and family are strong. The school will have a bilingual atmosphere and Spanish will be offered starting in the 4th grade to all students. Students will work in small groups on cultural projects that will facilitate their understanding of the Hispanic culture.

SECONDARY

Although employment trends point to the need for technicians with less than a college degree, the demand for professionals with a strong math, science and technology background outpaces many other non-technical careers. According to the Department of Labor, the percentage of unskilled jobs in the labor market has currently dropped to 15%, while the percentage of skilled jobs has increased to 65%. Texas has one of the highest dropout rates in the nation. 13 percent of all Texas 16-19 year olds are not enrolled in school and not high school graduates. Attracting the young population to the high schools, giving them the motivation to pursue their education in a college, preparing them for higher education is one of the aims of SST Corpus Christi.

According to the national statistics, minorities and women are still underrepresented (about 10%) in the high-tech and science careers. SST Corpus Christi will focus its efforts on becoming a vehicle for minorities and women to select tougher programs of studies and careers based on the sciences.

Most middle and high school students are not aware of the opportunities to compete in global math and science Olympiads. SST Corpus Christi will raise students' awareness and begin the process of developing skills and the desire to compete at the highest level.

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

Students in middle and high school should be introduced research methods. SST Corpus Christi students will be asked to complete a science project every year. This research effort will be an enrichment activity, a family experience, an early start to academic work, an opportunity to develop a portfolio, a reference for the best colleges, and a way to establish connections with universities. Students will have the opportunity to work on advanced projects under the supervision of college professors and students. Students in our schools need such an exposure.

Character Education and Teen Leadership program will meet the need for instilling moral values in our children and developing leadership skills in our youth. SST Corpus Christi plans to implement a campus-wide Teen Leadership Program that will help our students build great character, exemplary personalities and skills for future leadership.

Career Education program will address the needs of middle school and high school students by helping them discover more about themselves, world of business and professions so that they can make the perfect match.

In the Career and Technology, students will be guided to follow different tracks such as business, health, technology, trade, etc.

b) Explain why the charter school model is appropriate.

SST Corpus Christi shall be able to encourage its students to pursue their future careers in teaching mathematics, science, and technology, as it places its emphasis on those subject areas.

The small size of the school setting is conducive to phasing in grade levels gradually, allowing for a smooth transition each school year.

The SST student to teacher ratio shall be equal or less than 15 to 1. This feature shall allow for smaller grade and class cohorts.

Charter schools offer parents an alternative to large public schools and private schools. It is anticipated that parents selecting our program shall become more engaged and active in school related activities in a more dynamic manner.

The curricula implemented at SST are based on world class standards. Creativity and flexibility, hallmarks of charter schools, form the characteristics of our educational leaders. This shall result in the best practices in teaching and learning.

A positive attitude and a caring educational community shall be ensured by the charter school philosophy that facilitates an innovative and entrepreneurial spirit.

Emphasis shall be set on community education as we intend to educate and guide the parents on how to develop a positive attitude and approach towards their children, how to communicate and interact with their children more effectively, and how to deal better with their children's natural transformation and development.

Department groups shall establish a standard among the teachers so that the school can ensure that all students are getting the best education possible in every branch of knowledge regardless of their particular teacher.

Teacher to Student Ratio

Contingency: P. 9 No greater than 1:15.

Response: P. 9 The statement that SST student to teacher ratio shall be equal or less than 15 to 1 is deleted and replaced with

The SST teacher to student ratio shall be no greater than 1:15.

Statement of Need

Question 1: Section 1.b, page 10, indicated the proposed charter school will offer workshops, seminars, field trips and online communication which will benefit students, teachers, and parents in different cities in forming a school spirit. Were expenses associated with these activities included in the budgets submitted in Attachment N?

Response: The field trips for students, which are conducted as part of curricular activities, are included in the budget. The other trips for parents and students, extra curricular field trips, will be paid by the participants. The teachers will volunteer in delivering seminars and workshops. The database is already designed to offer means of communication for all stake holders in SST schools.

Given the small size and number of students, the charter school model allows the educator to focus more on specific area. Therefore, the SST shall be able to emphasize mathematics, science, and technology.

The open-enrollment policy of the charter school will support equity in education by allowing a diverse representation of students from urban, suburban, and rural communities regardless of race, religion, gender, nationality, etc. A charter school may draw students from nearby school districts as well as other diverse geographical areas. The implementation of a variety of special programs such as Gifted and Talented Program, ESL, Special Education, and Career and Technology on the same campus will serve the needs of a diverse student population who will interact with and benefit from each other. This will create a mini multicultural community with early awareness of diversity and being different.

School of Science and Technology Schools Network made of separate charters will feed each other continually towards achieving excellent standards in education. Each district will create an interactive learning community dedicated to a similar mission. Students, teachers, and parents in different cities will form a school spirit, exchange views, and benefit from this relationship through workshops, seminars, field trips, and online communication.

2. VISION of the SCHOOL

a) In succinct terms, describe the educational philosophy and pedagogy of the proposed school.

The mission of the SST Corpus Christi is to prepare students for academic success in the high-tech community of the new millennium through an enhanced TEKS (Texas Essential Knowledge and Skill) curriculum focusing on college preparatory science, math and technology education.

To achieve this mission, SST Corpus Christi will implement various student-centered educational programs and activities, which are currently being used in our SST San Antonio campus and are proven to be successful as they brought the "EXEMPLARY" rating in 2006 under the state accountability system to SST San Antonio in its first year of operation. The philosophy and pedagogy behind these successful programs and activities can be outlined as follows.

- SST Corpus Christi will enhance Texas Essential Knowledge and Skill (TEKS) curriculum with special emphasis on college preparatory science, math and technology education. TEKS curriculum is essential to achieving the mastery upon which further learning will build. Therefore, SST Corpus Christi will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or socioeconomic background. The school's strong academic program will reduce achievement gaps between the students through individualized in-class and off-class activities (explained in the forthcoming paragraphs). In addition to providing sufficient mastery of essential knowledge and skills, the enhanced TEKS curriculum of SST Corpus Christi will enable students to have a broad spectrum of options for their future endeavors in the high-tech community of the new millennium.
- Extra focus shall be placed on core knowledge and essential skills so children may achieve the content mastery upon which further learning shall be built on. The school's strong academic program shall reduce achievement gaps by eliminating an important cause which is the lack in mastery of basic knowledge and skills required for further academic achievement. SST shall make sure different teaching methods are employed to ensure mastery of appropriate skills, ideas, and knowledge for all students regardless of race, gender, or socioeconomic background.
- SST Corpus Christi will reinforce and review TAKS skills to prepare students for the TAKS test. Both in-class preparation and after school TAKS instruction are provided to ensure a higher level of achievement for each student. No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to educate every student to his or her fullest potential. As part of the NCLB Act, instruction at SST will be research based and evaluated frequently, teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.
- Each and every student at SST Corpus Christi will be regarded as a unique, valued and vital member of the school community with varying motivations, interests, needs and abilities. We believe that the seed of an academic success is planted in the early recognition of students' individual skills, interests and goals, so instructional strategies will be based on these differences so that students can reach their fullest potential. SST Corpus Christi will make every effort to humanize and personalize the environment in which students can better learn core knowledge and essential skills while

also developing abilities to generate new thoughts, to think analytically, to draw logical conclusions and to express thoughts in written and spoken form. For example, SST Corpus Christi will integrate various in-class activities (question and discussion sessions, team work, presentations) into regular lectures. In addition and more importantly, SST Corpus Christi will provide several individualized off-class activities in the form of one-on-one tutoring, intensive counseling, and home visits. SST Corpus Christi will enhance the effectiveness of the tutoring system through cooperation with area universities.

- Affective, cognitive, and linguistic needs of each student will be met, individualized and differentiated educational plans will be developed for each student and collaboration among teachers will be highly enforced.
- Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but is an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.
- Multi-cultural aspects are integrated into our curricula --not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional contacts with other cultures by participating in International Science and Mathematics Olympiads.
- School exists for the welfare and dignity of the child and should function to develop the well-rounded children by fostering aesthetic as well as academic growth through increased awareness and appreciation of the arts and sciences. By instilling in the student a knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, SST-Corpus Christ will strive to make the student be aware of accountability to oneself and to others while developing a positive attitude toward work, family, and community. In addition, SST-Corpus Christ will provide character education to prepare students to be effective, responsive, responsible, productive, and civic-minded citizens who will make the world a better place for themselves and others.

In addition to the aforementioned academic programs and activities, the accomplishment of our vision depends on various other elements including 1) effective school management, 2) parental involvement, 3) technology integration, 4) sound financing, 5) leadership and character development, and 6) safety. We believe that our experience and sound models used in SST-San Antonio will easily be adopted by SST Corpus Christi and lead to another successful public school in Texas.

Specific elements required to accomplish our vision include:

- Rigorous curricula, instruction and appropriate assessment.
- Governance, leadership and staffing.
- Parent and community involvement.
- Instructional technology and multimedia involvement in the learning process.

It becomes mandatory to have a whole-school design, involving a comprehensive and continuing effort to realize and implement these four essential elements in an integrated manner. It is the educator's responsibility to construct a program that engages and motivates students to invest

their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner. This model shall help faculty regard every child as a unique, valued and vital member of the school community. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals is the key to motivating our students.

b) Discuss the educational innovations that will distinguish this school from other schools. If it is proposed that each student have an educational plan, please use a term other than IEP since IEP refers to special education students.

The model explained above shall provide students with a positive learning experience so that they shall be able to realize some degree of success in academic pursuits. They shall be provided with opportunities to expand their mental and physical abilities in wholesome, socially accepted activities. Students and teachers consider themselves partners in the students' educational program, where there shall be mutual respect and support. SST believes that addressing students' successes and failures are equally important for the students' growth. Thought and expression develop out of experience. Learning should nurture a sense of caring for other people and the environment. Ultimately learning should be fun. The following educational innovations will distinguish SST Corpus Christi from other schools.

Integration of technology into curriculum and Constructivist Learning: Another recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The modern concepts of learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.

Technology will contribute to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Online Access: Parents will be able access online student grades, attendance, conduct, discipline report, and teacher comments. Such an application is currently used by parents of the current school, School of Science and Technology San Antonio. The school web site will be used as a strong communication tool between school and home and regularly be updated with ongoing projects, activities, announcements and homework logs.

Strong Reading and Writing Emphasis: English teachers and ESL teacher will focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, and school. All classroom teachers and parents will be involved in and out of class in helping children overcome typical errors in English in intonation, pluralizations, grammar, tenses, etc. High school students will also be trained with Literary, Interpretative and Creative Writing skills.

Grade Advancement Policy: The school will develop a grade advancement policy for exceptional learners who demonstrate outstanding skills in Reading and Mathematics.

Acceleration of the student will allow the student to continue his or her education at his or her own pace.

Performance Assessments: Performance assessments - also known as "alternative" or "authentic" assessments -- will augment norm-referenced multiple-choice tests in all grade levels. Portfolios and presentations will be widely used.

Project Based Learning: Projects inclusive of skills from math, science, technology, language arts, and fine arts. MathCounts, science fair, science olympiad, UIL integration into curriculum.

Robotics Education: School will offer Robotics class at 4 thru 12 grade level. Robotics education will be outstanding educational tools to motivate students to learn math and science, as well as basic life skills such as problem solving, decision making, goal setting and logical thinking. Robotics Education will increase the number of individuals pursuing careers in robotics and STEM (Science, Technology, Engineering and Mathematics). Students will discover the fun and excitement in science and technology through participation in robotic competitions.

Parental and Community Involvement: Involving parents in the activities of the classrooms, cafeteria, playground and extra-curricular affairs helps both child and parent to become better acquainted with the process of education. Thus they can build the understanding needed to participate in an educational system which will open and expand the horizons for them both. Parent education programs will provide information and support to parents on how to help their children's learning and development. Community-based partnerships will bring together health and human service agencies to provide more convenient, comprehensive and sustained services to young children and families. Students will be required to commit to community service hours.

Peer Tutoring, Mentoring and Counseling: SST Corpus Christi will use peer pressure as a positive tool. High school students will tutor elementary and middle school kids in core areas. They will act as role models, mentors and facilitate group counseling sessions.

Guidance for teaching and support personnel: In-services will be a frequent and major part of our staff development. Each classroom teacher will be provided with a yearlong curriculum, benchmarks, TEKS objectives, sample lesson plans, behavioral objectives, errors alerts, and specific procedures. Teachers will be trained in team teaching as well. As part of the NCLB Act, instruction will be research based and evaluated frequently. Teacher development will be a continual process, and special emphasis will be given for the Adequate Yearly Progress of each student.

Teacher Specialization in/after 4th Grade: The elementary school will have two parts. In the lower stage (classes K to 3), the teaching will be given by a classroom teacher. The students at the upper grades (4th and 5th grade) will receive specialized subject teachers in Math, Reading, Computer, Foreign Language, and Science.

Teachers as Homeroom Advisors: The secondary school students will be assigned a homeroom teacher who will act as an advisor, helper, and immediate guide for the student.

Character Education and Leadership development: The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The effective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program will be implemented at all grade levels.

Diversity: Nearly one-third of U.S. school children now come from ethnic or racial minority groups (6.3 million come from homes where English is not the primary language). Schools need effective programs to meet this growing exciting challenge and the educational needs of America's increasingly diverse student population. A diversity and multicultural awareness program will be implemented to assist the students in reaching their goals.

Family Visits: Parent-teacher relationship will be improved by family visits. Teachers will be urged to visit students at home to inform the parents about the school and student's progress, while the parents will have an opportunity to provide the teachers with feedback and input. The Family Visit Program has been in place at School of Science and Technology since August 2005. About seventy percent of the parents have been visited from August 2005 to December 2005 by the teachers at School of Science and Technology.

Career Education: All students will attend an annual Career Day at SST Corpus Christi and meet professionals from different occupations. 8th graders and high school students will take a "Career Choices" class. The purpose of this program will be to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. Career Education attempts to give general information about career theories, opportunities, tests, financial aid, scholarships, and increases college awareness through preparing him/her for the senior year in high school.

Cross-disciplinary learning: Students will be working on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers will make cooperative lesson plans and student product will consist of material covered in different subjects.

Multiple Intelligences: SST Corpus Christi will take into consideration the way children learn. Eight different intelligences are named to account for a broader range of human potential in children and adults. These intelligences are: Linguistic, Logical-mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Teachers will present their lessons in a wide variety of ways using text, storytelling, visuals, multimedia, music, cooperative learning, art activities, role play, field trips, inner reflection, and much more. Each child will have the opportunity to learn in ways harmonious with their unique minds.

Counseling Services: Counseling services will follow the Texas Program Development Guide which includes Preventive and crisis counseling, Group guidance and counseling, Evaluation of counseling services, Involvement of all staff in counseling, and Parental and community involvement. SST Corpus Christi counseling program will be structured to consist of guidance curriculum, preventive services, individual counseling, group counseling, and support.

Digital Art Program: Fine Arts program will be integrated with technology at SST Corpus Christi. With the growing availability of technologies of interactivity and Internet access, we see new interactive and online artforms. Students will take classes in graphic design, web design, multimedia, animation, photography, digital drawing, video production, media arts, studio art, and etc. SST Corpus Christi aims to be a leader in incorporating digital technologies in the arts across its academic programs.

Participation in Contests: Students in gifted and talented and the regular program will be encouraged to participate in local, statewide, national and international competitions. This will keep the students engaged and excited about learning. Some of these competitions are UIL,

Science Fair, Science Olympiad, Math League, Math Counts, History Fair, Science Bowl, and Art Exhibitions.

3. EDUCATION PLAN

a) Describe the scope and sequence of the proposed education program, including special education and bilingual/English as a second language (ESL). Address each grade level the school will serve and include the ways that the school will incorporate the Texas Essential Knowledge and Skills (TEKS).

The School of Science and Technology Corpus Christi (SST Corpus Christi) will use strategies predicated on diverse research-based approach in that the age and individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). All students will learn together. *Special needs students and students speaking other languages* will learn along with peers and will not be segregated to learn a second curriculum. Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ESL, etc.)

Goals, objectives, and content in all subject areas and grade levels under the TEKS curriculum have been established by TEA and codified in the Texas Administrative Code, Title 19 (19 TAC), Chapters 110-128. The SST embraces all the state's goals and objectives related to curriculum. Educational programs mirror and support the state's aims through:

- Selecting textbooks and other instructional materials that are aligned to the TEKS curriculum.
- Maintaining updated information provided by TEA related to the TEKS curriculum requirements.
- Requiring curriculum for each content area and grade level that is consistent with the state's TEKS curriculum.
- Ensuring rigor in the school's curriculum.
- Articulating the parents, students and others in the community as to what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state's TEKS curriculum (from resources provided by the regional ESC, the Texas Charter Schools Resource Center, and other appropriate sources)
- Ensuring student assessment measures that are aligned with the TAKS and TEKS.

The School of Science and Technology Corpus Christi's core curriculum will integrate and require mastery and skill development in the areas of science, computer, technology applications, English language arts, social studies, and mathematics. In addition, SST Corpus Christi will incorporate an enrichment curriculum, which includes a secondary language (Language Other Than English-LOTE), fine arts, health and physical education, economics, especially laboratory instruction for secondary school along with the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games.

The curriculum of SST Corpus Christi will combine traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment; Project and service based learning, individualized attention to each student's educational needs, and a rigorous process of assessment and evaluation.

Education Plan

Contingency: P. 17 Remove the statement that special education and second language learners will learn along with peers as placements cannot be predetermined.

Response: P. 17 The statement that special education and second language learners will learn along with peers was deleted. The following statement is replaced:

Special education and second language learners will not be segregated to learn a second curriculum.

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

Student-based curriculum will give priorities to the students' interests. The teacher's role is to guide these interests, providing the skills and tools, as they are needed. The teacher, an expert in his/her discipline of study, will guide student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think and questions whose answers might make a difference in this world. Student based curriculum is best taught through inter-disciplinary project based learning.

While the teaching plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests and varied skill levels of an individual class of students. Student-centered curriculum is not a set of textbooks and teacher-proof teaching plans. Student-centered curriculum calls on commitment from teachers and students to go beyond Chapter One and the questions at the end. This curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

These interdisciplinary projects will allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/language arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, which is a method of connecting service to the curriculum and fostering growth through reflection; school becomes the student's vehicle for becoming a contributing member of society.

Integrating standards into the curriculum is a complex endeavor that brings added dimensions to the curriculum-development process. Traditionally the school curriculum provides a plan of instruction that indicates structured learning experiences and outcomes for students. It specifies the details of student learning, instructional strategies, the teachers' roles, and the context in which teaching and learning take place. More recently, however research on teaching and learning and research on the characteristics of successful schools have broadened the scope of curriculum to include everything that affects what happens in the classroom and consequently affects student learning. The process of integrating standards into the curriculum emphasizes learning and growth for all as the natural and desired outcome of reform in the schools. From that perspective, a standards-based curriculum includes goals, objectives, and standards, but also everything that is done to enable attainment of those outcomes and, at the same time, foster reflection and revision of the curriculum to ensure students' continued growth. Curriculum development is most successful when educators collaborate with parents, community members, and students.

"Before" and "after" school services will be provided to facilitate working households and single parent homes at the school. The programs will deepen the educational offerings of the day school and extend the learning time for the students in an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student driven. The school will be open from 8:00 a.m. to 5:00 p.m. The school will offer the following educational settings:

- Multi-age grouping when appropriate
- Integration of the visual and performing arts into the curriculum
- Character Education

Educational Plan

Question 2: Section 3.a, page 18, states, “before and after school services will be provided to facilitate working households and single parent homes at the school.” If approved for a charter, discuss how these programs will be funded and if students will incur a charge for the services.

Response: These services are part of the club activities, tutorials, and similar activities that supplement the curricular programs. Therefore no fees from students or parents will be charged for these services.

- Core Knowledge
- Learning Styles
- Placement in appropriate learning groups based on assessment
- Individualized instruction
- Developmentally appropriate practices
- Parent and community education
- Technology
- Project based learning
- Intensive English and oral language development
- Accelerated reading
- Computer based math

The academic staff including teachers will pay close attention to the sequence of courses taken and place the students in courses in a logical order based on the cumulative nature of certain core subjects. Using TEKS as a foundation, teachers will have curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Many resources will be used such as state-adopted textbooks and other educational materials, teacher created lessons, as well as educational software systems. The curriculum of the school is comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local school districts program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

We will strengthen our educational plan over time through the following activities designed for continuous improvement in educational service delivery:

- Ongoing professional development activities provided by region 20 ESC will enhance the knowledge base of instructional staff, thereby providing additional strategies and classroom activities that add value.
- Regional, state, and national conference and seminars attended by the administrators and staff members will provide additional resources to increase the academic services.
- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases so will the quality of services.
- Onsite professional development for both administrators and instructional staff will broaden the knowledge base and add value to the educational services.
- The utilization of technology and the internet will offer unlimited resources for instructional staff.
- Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen the educational plan.

SST Corpus Christi strongly encourages those students who are performing higher than their age level to advance by taking courses from an upper grade. Therefore the sequence given in this section has students taking the same subject at different grade levels.

The scope and sequence of the proposed educational programs, including special education and bilingual education, addressing each grade level and their alignments to the TEKS are listed on the following pages in three sub-sections for Pre-K3/Pre-K4, K-5 and 6-12 separately:

I. SCOPE AND SEQUENCE, PRE-K3, PREK-4

MATHEMATICS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Number and Operations	- arranges sets of concrete objects in one-to-one correspondence - counts by ones to 10 or higher - counts concrete objects to five or higher - begins to compare the numbers of concrete objects using language - begins to name “how many” are in a group of up to three (or more) objects without counting - recognizes and describes the concept of zero - begins to demonstrate part of and whole with real objects - begins to identify first and last in a series - combines, separates, and names “how many” concrete objects.	- Sorting and matching - Distinguishing between “some” and “all” - Comparing attributes (longer/shorter, bigger/smaller) - Comparing the numbers of things in two sets to determine “more,” “fewer,” “same number” - Arranging two sets of objects in one-to-one correspondence - Counting objects - Comparing properties - Counting - Identifying materials and properties
Patterns	- imitates pattern sounds and physical movements - recognizes and reproduces simple patterns of concrete objects - begins to recognize patterns in their environment - begins to predict what comes next when patterns are extended	- Feeling and expressing steady beat - Moving in sequences to a common beat - Describing characteristics something does not possess or what class it does not belong to - Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest,

		red/blue/red/blue) ▪ Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer) ▪ Identifying patterns
Geometry and Spatial Sense	▪ begins to recognize, describe, and name shapes ▪ begins to use words that indicate where things are in space ▪ begins to recognize when a shape's position or orientation has changed ▪ begins to investigate and predict the results of putting together two or more shapes ▪ puts together puzzles of increasing complexity	▪ Solving problems encountered in play ▪ Distinguishing and describing shapes ▪ Comparing attributes (longer/shorter, bigger/smaller) ▪ Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer) ▪ Filling and emptying ▪ Fitting things together and taking them apart ▪ Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing) ▪ Observing people, places, and things from different spatial viewpoints ▪ Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood ▪ Interpreting spatial relations in pictures, and photographs

Measurement	▪ covers an area with shapes ▪ fills a shape with solids or liquids ▪ begins to make size comparisons between objects ▪ begins to use tools to imitate measuring ▪ begins to categorize time intervals and uses language associated with time in everyday situations ▪ begins to order two or three objects by size	▪ Comparing attributes (longer/shorter, bigger/smaller) ▪ Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue) ▪ Comparing the numbers of things in two sets to determine "more," "fewer," "same number" ▪ Starting and stopping an action on signal ▪ Experiencing and describing rates of movement ▪ Experiencing and comparing time intervals ▪ Anticipating, remembering, and describing sequences of events ▪ Comparing properties
Classification and Data Collection	▪ matches objects that are alike ▪ describes similarities and differences between objects ▪ sorts objects into groups by an attribute and begins to explain how the grouping was done ▪ participates in creating and using real and pictorial graphs	▪ Exploring and describing similarities, differences, and the attributes of things ▪ Distinguishing and describing shapes ▪ Sorting and matching ▪ Using and describing something in several ways ▪ Holding more than one attribute in mind at a time ▪ Distinguishing between "some" and

		"all" ▪ Describing characteristics something does not possess or what class it does not belong to ▪ Comparing attributes (longer/shorter, bigger/smaller)

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Graphs
- Attributes
- Recognizing numerals
- Introduction to writing numerals to 10
- Recognition of shapes
- Cuisenaire rods
- Pattern blocks
- Unifix cubes
- Color cubes
- Unit blocks
- Other manipulatives

LANGUAGE AND EARLY LITERACY – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Listening Comprehension	▪ listens with increasing attention ▪ listens for different purposes ▪ understands and follows simple oral directions ▪ enjoys listening to and responding to books ▪ listens to and engages in several exchanges of conversations with others ▪ listens to tapes and records, and shows understanding through gestures, actions, and/or language ▪ listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).	▪ Imitating actions and sounds ▪ Pretending and role playing ▪ Talking with others about personally meaningful experiences ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Making and expressing choices, plans, and decisions

		▪ Solving problems encountered in play ▪ Expressing feelings in words ▪ Acting upon movement directions
Speech Production and Speech Discrimination	▪ perceives differences between similar sounding words ▪ produces speech sounds with increasing ease and accuracy ▪ experiments with new language sounds ▪ experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).	▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Dictating stories ▪ Participating in group routines ▪ Exploring and identifying sounds ▪ Singing songs ▪ Exploring and describing similarities, differences, and the attributes of things ▪ Distinguishing and describing shapes
Vocabulary	▪ shows a steady increase in listening and speaking vocabulary ▪ uses new vocabulary in everyday communication ▪ refines and extends understanding of known words ▪ attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning ▪ links new learning experiences and vocabulary to what is already known about a topic ▪ increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).	▪ Relating models, pictures, and photographs to real places and things ▪ Making models out of clay, blocks, and other materials ▪ Drawing and painting ▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Dictating stories

Verbal Expression	▪ uses language for a variety of purposes (e.g., expressing needs and interests) ▪ uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech ▪ uses language to express common routines and familiar scripts ▪ tells a simple personal narrative, focusing on favorite or most memorable parts ▪ asks questions and makes comments related to the current topic of discussion ▪ begins to engage in conversation and follows conversational rules ▪ begins to retell the sequence of a story ▪ engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL) ▪ uses single words and simple phrases to communicate meaning in social situations (ESL) ▪ attempts to use new vocabulary and grammar in speech (ESL).	▪ Imitating actions and sounds ▪ Dictating stories ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Being sensitive to the feelings, interests, and needs of others
Phonological Awareness	▪ becomes increasingly sensitive to the sounds of spoken words ▪ begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems ▪ begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way ▪ begins to break words into syllables or claps along with each syllable in a phrase ▪ begins to create and invent words by substituting one sound for another	▪ Imitating actions and sounds ▪ Exploring and identifying sounds ▪ Listening to and understanding speech ▪ Showing awareness of word sounds ▪ Using letter names and sounds
Print and Book Awareness	▪ understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems ▪ understands that print carries a message by recognizing labels, signs, and other print forms in the environment ▪ understands that letters are different from numbers ▪ understands that illustrations carry meaning but cannot be read ▪ understands that a book has a title and an author ▪ begins to understand that print runs from left to right and top to bottom	▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books

	▪ begins to understand some basic print conventions ▪ begins to recognize the association between spoken and written words by following the print as it is read aloud ▪ understands that different text forms are used for different functions	
Letter Knowledge and Early Word Recognition	▪ begins to associate the names of letters with their shapes ▪ identifies 10 or more printed alphabet letters ▪ begins to notice beginning letters in familiar words ▪ begins to make some letter/sound matches ▪ begins to identify some high-frequency words	▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books
Motivation to Read	▪ demonstrates an interest in books and reading through body language and facial expressions ▪ enjoys listening to and discussing storybooks and information books read aloud ▪ frequently requests the re-reading of books ▪ attempts to read and write independently ▪ shares books and engages in pretend-reading with other children ▪ enjoys visiting the library	▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Dictating stories ▪ Demonstrating knowledge about books
Developing Knowledge of Literary Forms	▪ recognizes favorite books by their cover ▪ selects books to read based on personal criteria ▪ understands that books and other print resources ▪ becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story ▪ begins to predict what will happen next in a story ▪ imitates the special language in storybooks and story dialogue, and uses it in retellings	▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing

	and dramatic play - asks questions and makes comments about the information and events from books - connects information and events in books to real-life experiences - begins to retell some sequences of events in stories - shows appreciation of repetitive language patterns	Demonstrating knowledge about books
Written Expression	- attempts to write messages as part of playful activity - uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as “I love you” or [Spanish] “Te quiero”) - attempts to connect the sounds in a word with its letter forms - understands that writing is used to communicate ideas and information - attempts to use a variety of forms of writing - begins to dictate words, phrases, and sentences to an adult recording on paper	- Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms - Making choices and plans

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Songs
- Poems
- Reading aloud
- Acting out stories
- Drawing
- Dictating stories
- Class books
- Individual alphabet books
- Rhyming games
- Games to reinforce knowledge of beginning sounds
- Books as a source of information
- Introduction to upper and lower case letter recognition and upper case letter formation

SCIENCE – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Science Processes	- begins to demonstrate safe practices and appropriate use of materials - asks questions about objects, events, and organisms - shows an interest in investigating unfamiliar objects, organisms, and phenomena - uses one or more senses to observe and learn about objects, events, and organisms - describes observations	- Describing objects, events, and relations - Exploring and describing similarities, differences, and the attributes of things - Distinguishing and describing shapes

	▪ begins to perform simple investigations ▪ gathers information using simple tools such as a magnifying lens and an eyedropper ▪ explores by manipulating materials with simple equipment, (e.g., pouring from a cup, and using a spoon to pick up sand or water) ▪ uses simple measuring devices to learn about objects and organisms ▪ compares objects and organisms and identifies similarities and differences ▪ sorts objects and organisms into groups and begins to describe how groups were organized ▪ begins to offer explanations, using his or her own words ▪ predicts what will happen next based on previous experience ▪ solves simple design problems ▪ participates in creating and using simple data charts ▪ shares observations and findings with others through pictures, discussions, or dramatizations.	▪ Sorting and matching ▪ Comparing attributes (longer/shorter, bigger/smaller) Fitting one ordered set of objects to another through trial and error ▪ Comparing the numbers of things in two sets to determine "more," "fewer," "same number" ▪ Filling and emptying ▪ Fitting things together and taking them apart ▪ Changing the shape and arrangement of objects ▪ Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood ▪ Observing people, places, and things from different spatial viewpoints ▪ Interpreting spatial relations in drawings, pictures, and photographs ▪ Starting and stopping an action on signal ▪ Experiencing and describing rates of movement ▪ Experiencing and comparing time intervals ▪ Anticipating, remembering, and describing sequences of events

Science Concepts	▪ observes and describes properties of rocks, soil, and water ▪ describes properties of objects and characteristics of living things ▪ begins to observe changes in size, color, position, weather, and sound ▪ identifies animals and plants as living things ▪ groups organisms and objects as living or nonliving and begins to identify things people have built ▪ begins to recognize that living things have similar needs for water, food, and air ▪ begins to identify what things are made of ▪ uses patterns ▪ identifies similarities and differences among objects and organisms ▪ begins to use scientific words and phrases to describe objects, events, and living things	▪ Exploring and describing similarities, differences, and the attributes of things ▪ Arranging several things one after another in a series or pattern and describing the relationships ▪ Experiencing and comparing time intervals ▪ Identifying materials and properties ▪ Identifying natural and living things ▪ Identifying position and direction ▪ Identifying patterns

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Seasons
- Weather
- Five senses
- Magnets
- Triops
- Butterflies

SOCIAL STUDIES – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Individual, Culture, and Community	▪ shares ideas and takes turns listening and speaking ▪ cooperates with others in a joint activity ▪ identifies and follows classroom rules ▪ participates in classroom jobs and contributes to the classroom community ▪ identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures ▪ begins to examine a situation from another person's perspective	▪ Talking with others about personally meaningful experiences ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Being sensitive to the

		feelings, interests, and needs of others ▪ Building relationships with children and adults ▪ Creating and experiencing collaborative play ▪ Dealing with social conflict
History	▪ identifies common events and routines ▪ begins to categorize time intervals using words ▪ recognizes changes in the environment over time ▪ connects past events to current events ▪ begins to understand cause-and-effect relationships	▪ Participating in group routines ▪ Experiencing and comparing time intervals ▪ Anticipating, remembering, and describing sequences of events ▪ Identifying sequence, change, and causality ▪ Identifying natural and living things
Geography	▪ identifies common features in the home and school environment ▪ creates simple representations of home, school, or community through drawings or block constructions ▪ begins to use words to indicate relative location ▪ identifies common features of the local landscape	▪ Relating models, pictures, and photographs to real places and things ▪ Observing people, places, and things from different spatial viewpoints ▪ Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood ▪ Making and building models ▪ Identifying position and direction
Economics	▪ understands the basic human needs of all people for food, clothing, and shelter ▪ understands the roles, responsibilities, and services provided by community workers ▪ becomes aware of what it means to be a consumer	▪ Relating models, pictures, and photographs to real places and things ▪ Pretending and role playing ▪ Making models out of clay, blocks, and other materials ▪ Talking with others

		about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Participating in group routines ▪ Creating and experiencing collaborative play ▪ Relating to adults ▪ Relating to other children ▪ Making and building models

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Class visitors, field trips, different jobs
- Pictures of self and family
- Art projects
- Dramatic play
- Blocks
- Group time
- Study of cultural differences (e.g. holidays, clothing, food, customs, languages)
- Community helpers

FINE ARTS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Art	▪ uses a variety of materials (e.g., crayons, paint, clay, markers) to create original work ▪ uses different colors, surface textures, and shapes to create form and meaning ▪ begins to use art as a form of self-expression ▪ shares ideas about personal artwork ▪ begins to show interest in the artwork of others	▪ Recognizing objects by sight, sound, touch, taste, and smell ▪ Relating models, pictures, and photographs to real places and things ▪ Pretending and role playing ▪ Making models out of clay, blocks, and other materials ▪ Drawing and painting ▪ Interpreting spatial relations in drawings, pictures, and photographs

		▪ Making and building models ▪ Drawing and painting pictures
Music	▪ participates in classroom music activities ▪ begins to sing a variety of simple songs ▪ begins to play classroom instruments ▪ begins to respond to music of various tempos through movement ▪ begins to distinguish among the sounds of several common instruments	▪ Recognizing objects by sight, sound, touch, taste, and smell ▪ Imitating actions and sounds ▪ Moving to music ▪ Exploring and identifying sounds ▪ Exploring the singing voice ▪ Developing melody ▪ Singing songs ▪ Playing simple musical instruments ▪ Interpreting spatial relations in drawings, pictures, and photographs
Dramatic Play	▪ expresses feelings through movement ▪ begins to create or recreate stories, moods, or experiences through dramatic representations ▪ begins to engage in dramatic play with others	▪ Recognizing objects by sight, sound, touch, taste, and smell ▪ Imitating actions and sounds ▪ Relating models, pictures, and photographs to real places and things ▪ Pretending and role playing ▪ Making models out of clay, blocks, and other materials ▪ Creating and experiencing collaborative play ▪ Expressing creativity in movement ▪ Initiating play ▪ Understanding and expressing feelings ▪ Pretending

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Drawing with a variety of materials
- Painting with tempera and watercolors

- Collage and image making with paper
- Printing with stamps
- Sculpture construction with wood and paper
- Rubbings with crayons

PHYSICAL DEVELOPMENT – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Physical Movement	▪ explores moving in space ▪ shows an awareness of name, location, and relationship of body parts ▪ moves within a space of defined boundaries, changing body configuration to accommodate the space ▪ becomes more able to move from one space to another in different ways ▪ becomes more able to move in place ▪ begins to move in rhythm ▪ begins to participate in group games involving movement	▪ Moving in nonlocomotor ways ▪ Moving in locomotor ways ▪ Expressing creativity in movement ▪ Describing movement ▪ Acting upon movement directions ▪ Feeling and expressing steady beat ▪ Moving in sequences to a common beat ▪ Moving to music ▪ Moving in various ways ▪ Feeling and expressing steady beat ▪ Moving to music
Gross-Motor Development	▪ begins to throw or kick an object in a particular direction ▪ begins to play catch with a bean bag or a large ball ▪ bounces a large ball and catches it ▪ begins to coordinate arms and legs	▪ Moving in locomotor ways ▪ Moving with objects ▪ Feeling and expressing steady beat ▪ Moving in various ways ▪ Moving with objects
Fine-Motor Development	▪ begins to develop pincer control in picking up objects ▪ begins to practice self-help skills ▪ begins to hold writing tools with fingers instead of with a fist ▪ begins to manipulate play objects that have fine parts ▪ begins to use scissors	▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms ▪ Playing simple musical instruments ▪ Moving with objects

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Practicing group skills
- Exploring body movements using different music
- Exploring balance, stretching, and flexibility

- Climbing
- Running
- Jumping
- Building with blocks
- Balancing
- Hopping
- Sense of body in space
- Developing skill with scissors
- Consolidating pencil grip
- Using brushes, pencils, crayons, and markers
- Supporting children in representational drawing

HEALTH AND SAFETY– PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Health	▪ becomes aware of routine healthy behaviors ▪ begins to follow health-promoting routines ▪ begins to understand the need for exercise and rest ▪ refines use of eating utensils ▪ begins to recognize and select healthy foods ▪ prepares simple healthy snacks	▪ Taking care of one's own needs
Safety	▪ recognizes the danger of fire and learns to treat fire with caution ▪ responds appropriately during a fire drill ▪ knows how to seek help in an emergency ▪ knows how to cross a street safely ▪ recognizes the symbol for poison ▪ knows never to eat substances that are not food ▪ recognizes the danger of poisonous substances, including drugs ▪ knows not to talk to, accept rides from, or take treats from strangers ▪ knows how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult ▪ knows never to take medicine unless it is administered by an adult ▪ knows about safe behavior around bodies of water	▪

PERSONAL AND SOCIAL DEVELOPMENT– PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills

Personal Development	▪ develops a sense of personal space ▪ expresses interests and self-direction in learning ▪ begins to show self-control by following classroom rules ▪ begins to be responsible for individual behavior and actions ▪ begins to show greater ability to control intense feelings	▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Expressing creativity in movement ▪ Making choices and plans ▪ Solving problems with materials ▪ Initiating play ▪ Taking care of personal needs ▪ Relating to adults ▪ Relating to other children ▪ Resolving interpersonal conflict ▪ Understanding and expressing feelings ▪ Listening to and understanding speech
Social Development	▪ begins to share and cooperate with others in group activities ▪ respects other people's space and personal belongings ▪ begins to develop friendships with others ▪ begins to express thoughts, feelings, and ideas through language as well as through gestures and actions ▪ responds to the suggestions of others	▪ Pretending and role playing ▪ Talking with others about personally meaningful experiences ▪ Solving problems encountered in play ▪ Being sensitive to the feelings, interests, and needs of others ▪ Building relationships with children and adults ▪ Creating and experiencing collaborative play ▪ Dealing with social conflict ▪ Initiating play ▪ Taking care of personal needs ▪ Relating to adults ▪ Relating to other

		children ▪ Resolving interpersonal conflict ▪ Understanding and expressing feelings ▪ Listening to and understanding speech

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Meeting time
- When problems arise
- Throughout the day and embedded in the curriculum
- Discussions
- Drawing
- Dictating ideas and stories
- Collaborating on class murals
- Singing
- Cooking
- Reading books
- Making class books
- Dramatic play
- Job chart
- Decision-making
- Whole and half group projects and investigations
- Choice time

TECHNOLOGY APPLICATIONS – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Technology Applications	▪ starts, uses, and exits software programs ▪ uses a variety of input devices, such as mouse, keyboard, voice/sound recorder, or touch screen ▪ begins to use technical terminology, such as “mouse,” “keyboard,” “printer,” “CD-ROM” ▪ follows basic oral or pictorial cues for operating programs successfully ▪ enjoys listening to and interacting with storybooks and information texts (e.g., multimedia encyclopedia) in electronic forms ▪ uses a variety of software packages with audio, video, and graphics to enhance learning experiences (e.g., improving vocabulary, increasing phonological awareness).	

II. SCOPE AND SEQUENCE, K-5

MATHEMATICS

MATHEMATICS GRADE K

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Numbers	K.1A, K.1B, K.1.C
	Order	K.2A, K.2B
	Fractions	K.3A, K.3B
	Addition and Subtraction	K.4A
Patterns/Relationship/Algebraic Thinking	Patterns	K.5A, K.6A, K.6B
Geometry and Spatial Reasoning	Position of Objects	K.7A
	Attributes	K.8A, K.8B, K.8C
	Shapes/Solids	K.9A, K.9B, K.9C, 1.6B
	Position of Objects	K.7B
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	K.13A, K.13B, K.13C, K.13D, K.14A, K.14B, K.15A
Measurement	Length/Weight/Capacity	1.7A, K.10A, K.10B
	Time and Temperature	K.11.A, K.11B, K.11C, K.11D
Probability and Statistics	Graphs	K.12A, K12.B

MATHEMATICS GRADE 1

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Whole Numbers/Describe/Compare	1.1A, 1.1B, 1.1C, 1.1D
	Patterns	1.4A, 1.5A, 1.5C
	Addition and Subtraction	1.3A, 1.3B, 2.3A, 2.3B
	Fractions	1.2A, 1.2B
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	1.11A, 1.11B, 1.11C, 1.11D, 1.13A, 1.12A
Measurement	Length/Weight/Capacity	1.7A, 1.7B
Geometry and Spatial Reasoning	Time and Temperature	1.8A, 1.8B, 1.8C
	Attributes	1.6A, 1.6B, 3.9A, 3.9B, 3.9C
	Length/Weight/Capacity	1.7A, 1.7B
Probability and Statistics	Probability and Statistics	1.9A, 1.9B, 1.10A

MATHEMATICS GRADE 2

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitativ	Place Value	2.1A, 1.1B

e reasoning	Addition and Subtraction	2.3A, 2.3B, 2.3C
	Rounding and Estimation	
	Multiplication and Division	2.4A, 2.4B
	Operations/Justify Solutions	1.3A
Patterns/Relationships/Algebraic Thinking	Patterns in Numbers and Operations	2.5A, 2.5B, 2.5C, 2.5D, 1.5B, 1.5C
	Patterns/Relationships/Predictions	2.6A, 2.6B, 2.6C
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	2.12A, 2.12B, 2.12C, 2.12D, 2.13A, 2.13B, 2.14A
Measurement	Length/Weight/Capacity	2.9A, 2.9B, 3.11B, 1.7B
	Time and Temperature	2.10A
Geometry and Spatial Reasoning	Attributes	2.9C, 2.10B
	Congruence/Symmetry	2.7A, 2.7B, 2.7C, 3.9A, 3.9B, 3.9C, 1.6C
	Fractions	2.2A, 2.2B
	Points on a Line	2.8A
Probability and Statistics	Data Organization/Interpretation/Problem-Solving	2.11A, 2.11B, 2.11C

MATHEMATICS GRADE 3

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	3.1A, 3.1B, 3.1C
	Addition and Subtraction	3.3A, 3.3B,
	Rounding and Estimation	3.5A, 3.5B
	Multiplication and Division	3.4A, 3.4B, 3.4C, 4.4A, 4.4B
	Fractions	3.2A, 3.2B, 3.2C, 3.2D, 4.2C, 4.2D, 4.1B
	Operations/Justify Solutions	
Patterns/Relationships/Algebraic Thinking	Patterns	3.6A, 3.6B, 3.6C, 3.7A, 3.7B
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	3.15A, 3.15B, 3.15C, 3.15D, 3.16A, 3.16B, 3.17A, 3.17B
Measurement	Time and Temperature	3.12A, 3.12B
	Length and Area	3.11A, 3.11B, 3.11C
	Weight and Capacity	4.11A, 4.11B
	Application of Concepts	3.13A
Geometry and Spatial	Geometric Vocabulary	3.8A, 4.8C

Reasoning	Attributes	
	Congruence/Symmetry	3.9A, 3.9B, 3.9C
	Points on a Line	3.10A
Probability and Statistics	Data Organization/Interpretation/Problem-Solving	3.14A, 3.14B, 3.14C

MATHEMATICS GRADE 4

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	4.1A, 4.1B, 3.1C, 5.1A, 5.1B
	Addition and Subtraction	4.3A, 4.3B
	Rounding and Estimation	4.5A, 4.5B
	Multiplication and Division	4.4A, 4.4B, 4.4C, 4.4D, 4.4E, 3.4B, 3.4C, 5.3C, 5.3D, 5.3E
	Fractions	4.2A, 4.2B, 4.2C, 4.2D, 3.2C, 5.2C
Patterns/Relationships/Algebraic Thinking	Patterns	4.6A, 4.6B, 4.6C, 4.7A, 3.6A, 3.6B, 5.5B, 5.5C
Underlying Processes and Mathematical Tools	Underlying Processes and Mathematical Tools	4.14A, 4.14B, 4.14C, 4.14D, 4.15A, 4.15B, 4.16A, 4.16B
Geometry and Spatial Reasoning/Measurement	Geometric Vocabulary	4.8A, 4.8B, 4.8C
	Attributes	
	Congruence/Symmetry	4.9A, 4.9B, 4.9C
	Points on a Line	4.10A
Probability and Statistics	Probability Experiment	4.13A, 4.13B, 3.14A, 3.14B, 3.14C, 5.13A, 5.13B, 5.13C
	Data Organization/Interpretation/Problem Solving	4.13C

MATHEMATICS GRADE 5

TEKS Subject	Lesson	TEKS Objective
Number/Operation/Quantitative reasoning	Place Value	5.1A, 5.1B
	Rounding and Estimation	5.4A, 5.4B
	Multiplication and Division	
	Fractions	5.2A, 5.2B, 5.2C
	Operations/Justify Solutions	5.3A, 5.3B, 5.3C, 4.4C,

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

		6.2A, 6.2B
	Rational Numbers	5.3D, 5.3E, 6.1D
	Generalizations	5.5A, 5.5B, 5.5C
	Relationships/Real-Life/Mathematics	5.6A
	Unknowns in Equations	
Patterns/Relationships/Algebraic Thinking	Underlying Processes and Mathematical Tools	5.14A, 5.14B, 5.14C, 5.14D, 5.15A, 5.15B, 5.16A, 5.16B
	Volume	5.10A, 5.10B
	Application of Concepts	5.11A, 5.11B
	Attributes	5.7A, 5.7B
Underlying Processes and Mathematical Tools	Geometric Vocabulary	6.6A, 6.6C
Measurement	Transformations	5.8A, 5.8B
	Coordinate Geometry	5.9A
Geometry and Spatial Reasoning	Data Organization/Interpretation/Problem Solving	5.13A, 5.13B, 5.13C
	Probability Experiment	5.12A, 5.12B



ENGLISH LANGUAGE ARTS AND READING

ENGLISH LANGUAGE ARTS AND READING - GRADE 1

TEKS Subject	Lesson	TEKS Objective
Reading	Phonological Awareness	1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F
	Word Identification	1.8A, 1.8B, 1.8C, 1.8D, 1.8E, 1.8F, 1.8G
	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
	Culture	1.16A, 1.16B
	Print Awareness	1.15A, 1.15B, 1.15C, 1.15D, 1.15E, 1.15F, 1.15G, 1.15H, 1.15I, 1.15J, 1.15K
	Letter-Sound Relationships	1.7A, 1.7B, 1.7C, 1.7D, 1.7E, 1.7F, 1.7G
	Fluency	1.9A, 1.9B, 1.9C, 1.9D
	Text Structures/Literary Concepts	1.14A, 1.14B, 1.14C, 1.14D, 1.14E, 1.14F, 1.14G, 1.14H,

Education Plan

Contingency: P. 40 Include information kindergarten ELA.

Response: P. 40 The following information is inserted:

LANGUAGE AND EARLY LITERACY – PREKINDERGARTEN

Domain	Guidelines	Concepts and Skills
Listening Comprehension	▪ listens with increasing attention ▪ listens for different purposes ▪ understands and follows simple oral directions ▪ enjoys listening to and responding to books ▪ listens to and engages in several exchanges of conversations with others ▪ listens to tapes and records, and shows understanding through gestures, actions, and/or language ▪ listens purposefully to English-speaking teachers and peers to gather information and shows some understanding of the new language being spoken by others (ESL).	▪ Imitating actions and sounds ▪ Pretending and role playing ▪ Talking with others about personally meaningful experiences ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Expressing feelings in words ▪ Acting upon movement directions
Speech Production and Speech Discrimination	▪ perceives differences between similar sounding words ▪ produces speech sounds with increasing ease and accuracy ▪ experiments with new language sounds ▪ experiments with and demonstrates growing understanding of the sounds and intonation of the English language (ESL).	▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Dictating stories

**APPROVED DURING CONTINGENCY
PROCESS**

		▪ Participating in group routines ▪ Exploring and identifying sounds ▪ Singing songs ▪ Exploring and describing similarities, differences, and the attributes of things ▪ Distinguishing and describing shapes
Vocabulary	▪ shows a steady increase in listening and speaking vocabulary ▪ uses new vocabulary in everyday communication ▪ refines and extends understanding of known words ▪ attempts to communicate more than current vocabulary will allow, borrowing and extending words to create meaning ▪ links new learning experiences and vocabulary to what is already known about a topic ▪ increases listening vocabulary and begins to develop a vocabulary of object names and common phrases in English (ESL).	▪ Relating models, pictures, and photographs to real places and things ▪ Making models out of clay, blocks, and other materials ▪ Drawing and painting ▪ Talking with others about personally meaningful experiences ▪ Describing objects, events, and relations ▪ Dictating stories
Verbal Expression	▪ uses language for a variety of purposes (e.g., expressing needs and interests) ▪ uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech ▪ uses language to express common routines and familiar scripts ▪ tells a simple personal narrative, focusing on favorite or most memorable parts ▪ asks questions and makes comments related to the current topic of discussion ▪ begins to engage in conversation and follows conversational rules ▪ begins to retell the sequence of a story ▪ engages in various forms of nonverbal communication with those who do not speak his/her home language (ESL) ▪ uses single words and simple phrases to	▪ Imitating actions and sounds ▪ Dictating stories ▪ Making and expressing choices, plans, and decisions ▪ Solving problems encountered in play ▪ Taking care of one's own needs ▪ Expressing feelings in words ▪ Participating in group routines ▪ Being sensitive to the feelings, interests, and needs of others

**APPROVED DURING CONTINGENCY
PROCESS**

	communicate meaning in social situations (ESL) ▪ attempts to use new vocabulary and grammar in speech (ESL).	
Phonological Awareness	▪ becomes increasingly sensitive to the sounds of spoken words ▪ begins to identify rhymes and rhyming sounds in familiar words, participates in rhyming games, and repeats rhyming songs and poems ▪ begins to attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin the same way ▪ begins to break words into syllables or claps along with each syllable in a phrase ▪ begins to create and invent words by substituting one sound for another	▪ Imitating actions and sounds ▪ Exploring and identifying sounds ▪ Listening to and understanding speech ▪ Showing awareness of word sounds ▪ Using letter names and sounds
Print and Book Awareness	▪ understands that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems ▪ understands that print carries a message by recognizing labels, signs, and other print forms in the environment ▪ understands that letters are different from numbers ▪ understands that illustrations carry meaning but cannot be read ▪ understands that a book has a title and an author ▪ begins to understand that print runs from left to right and top to bottom ▪ begins to understand some basic print conventions ▪ begins to recognize the association between spoken and written words by following the print as it is read aloud ▪ understands that different text forms are used for different functions	▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books
Letter Knowledge and Early Word Recognition	▪ begins to associate the names of letters with their shapes ▪ identifies 10 or more printed alphabet letters ▪ begins to notice beginning letters in familiar words	▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional

**APPROVED DURING CONTINGENCY
PROCESS**

	▪ begins to make some letter/sound matches ▪ begins to identify some high-frequency words	- forms ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books
Motivation to Read	▪ demonstrates an interest in books and reading through body language and facial expressions ▪ enjoys listening to and discussing storybooks and information books read aloud ▪ frequently requests the re-reading of books ▪ attempts to read and write independently ▪ shares books and engages in pretend-reading with other children ▪ enjoys visiting the library	▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Dictating stories ▪ Demonstrating knowledge about books
Developing Knowledge of Literary Forms	▪ recognizes favorite books by their cover ▪ selects books to read based on personal criteria ▪ understands that books and other print resources ▪ becomes increasingly familiar with narrative form and its elements by identifying characters and predicting events, plot, and the resolution of a story ▪ begins to predict what will happen next in a story ▪ imitates the special language in storybooks and story dialogue, and uses it in retellings and dramatic play ▪ asks questions and makes comments about the information and events from books ▪ connects information and events in books to real-life experiences ▪ begins to retell some sequences of events in	▪ Describing objects, events, and relations ▪ Having fun with language: listening to stories and poems, making up stories and rhymes ▪ Reading in various ways: reading storybooks, signs and symbols, one's own writing ▪ Demonstrating knowledge about books

	stories ▪ shows appreciation of repetitive language patterns	
Written Expression	▪ attempts to write messages as part of playful activity ▪ uses known letters and approximations of letters to represent written language (especially meaningful words like his/her name and phrases such as "I love you" or [Spanish] " Te quiero") ▪ attempts to connect the sounds in a word with its letter forms ▪ understands that writing is used to communicate ideas and information ▪ attempts to use a variety of forms of writing ▪ begins to dictate words, phrases, and sentences to an adult recording on paper	▪ Writing in various ways: drawing, scribbling, letter-like forms, invented spelling, conventional forms ▪ Making choices and plans

ACTIVITIES/MATERIALS TO SUPPORT DEVELOPMENT:

- Songs
- Poems
- Reading aloud
- Acting out stories
- Drawing

		1.14I
	Variety of Texts	1.10A, 1.10B
	Inquiry/Research	1.15A, 1.15B, 1.15C, 1.15D, 1.15E, 1.15F
Listening/Speaking	Purposes	1.1A, 1.1B, 1.1C, 1.1D, 1.1E, 1.1F
	Knowledge of Culture	1.2A1.2B
	Audiences/Oral Grammar	1.3A1.3B, 1.3C, 1.3D, 1.3E
	Communication	1.4A, 1.4B, 1.4C, 1.4D,
Writing	Purposes	1.18A, 1.18B, 1.18C, 1.18D, 1.18E, 1.18F
	Penmanship/Capitalization/Punctuation	1.17A, 1.17B, 1.17C, 1.17D, 1.17E, 1.17F, 1.17G
	Spelling	1.20A, 1.20B, 1.20C, 1.20D, 1.20E
	Grammar/Usage	1.21A, 1.21B
	Processes	1.19A, 1.19B, 1.19C, 1.19D, 1.19E, 1.19F
	Inquiry/Research	1.23A, 1.23B
	Evaluation	1.22A, 1.22B, 1.22C

ENGLISH LANGUAGE ARTS AND READING – GRADE 2

TEKS Subject	Lesson	TEKS Objective
Reading	Vocabulary Development	2.8A, 2.8B, 2.8C, 1.8D
	Comprehension	2.9A, 2.9B, 2.9C, 2.9D, 2.9E, 2.9F, 2.9G, 2.9H, 2.9I
	Fluency	2.6A, 2.6B, 2.6C, 2.6D, 2.6E, 1.13A
	Variety of Texts	2.7A, 2.7B, 2.7C
	Word Identification	2.5A, 2.5B, 2.5C, 2.5D, 2.5E, 2.5F, 2.5G, 2.5H, 1.7D
	Literary Response	2.10A, 2.10B
	Text Structures/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
Listening/Speaking	Purposes	2.1A, 2.1B, 2.1C, 2.1D, 2.1E, 2.1F
	Knowledge of Culture	2.2A, 2.2B
	Audiences/Oral Grammar	2.3A, 2.3B, 2.3C, 2.3D, 2.3E
	Communication	2.4A, 2.4B, 2.4C

	Literary Responses	2.10A
Writing	Purposes	2.14A, 2.14B, 2.14C, 2.14D
	Penmanship/Capitalization/Punctuation	2.15A, 2.15B, 2.15C, 2.15D
	Spelling	2.16A, 2.16B, 2.16C, 2.16D
	Grammar/Usage	2.17A, 2.17B, 2.17C, 2.17D
	Processes	2.18A, 2.18B, 2.18C, 2.18D, 2.18E, 2.18F
	Inquiry/Research	2.20A, 2.20B, 2.20C, 2.20D, 2.12G
	Evaluation	2.19A, 2.19B, 2.19C, 2.19D, 2.19E

ENGLISH LANGUAGE ARTS AND READING – GRADE 3

TEKS Subject	Lesson	TEKS Objective
Reading	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, 3.9J, 3.9K
	Fluency	3.6A, 3.6B, 3.6E, 3.6C, 3.6D
	Variety of Texts	3.7A, 3.7B, 3.7C
	Word Identification	3.5A, 3.5B, 3.5C, 3.5D, 3.5E, 3.5F
	Literary Response	3.10A, 3.10B, 3.10C, 3.10D
	Text Structures/Literary Concepts	3.11A, 3.11B, 3.11C, 3.11D, 3.11E, 3.11F, 3.11G, 3.11H, 3.11I, 3.11J
	Inquiry/Research	3.12B, 3.12C, 3.12D, 3.12E, 3.12F, 3.12G, 3.12H, 3.12J
	Vocabulary Development	3.8C, 3.8D
Listening/Speaking	Purposes	3.1A, 3.1B, 3.1C, 3.1D, 3.1E, 3.1F
	Knowledge of Culture	3.2A, 3.2B
	Audiences/Oral Grammar	3.3A, 3.3B, 3.3C, 3.3D, 3.3E
	Communication	3.4A, 3.4B, 3.4C
	Culture	3.13A, 3.13B
Writing	Purposes	3.14A, 3.14B, 3.14C
	Penmanship/Capitalization/Punctuation	3.15A, 3.15B
	Spelling	3.16A, 3.16B, 3.16C, 3.16D, 3.16E, 3.16F, 3.16G, 3.16H
	Grammar/Usage	3.17A, 3.17B, 3.17C, 3.17D, 3.17E
	Processes	3.18A, 3.18B, 3.18C, 3.18D, 3.18E, 3.18F
	Inquiry/Research	3.20A, 3.20B, 3.20C, 3.20D

	Evaluation	3.19A, 3.19C, 3.19B, 3.19D, 3.19E

ENGLISH LANGUAGE ARTS AND READING – GRADE 4

TEKS Subject	Lesson	TEKS Objective
Reading	Word Identification	4.6A, 4.6B, 4.6C
	Fluency	4.7A, 4.7B, 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, 4.10L, 4.10J, 4.10K
	Text Structures/Literary Concepts	4.12A, 4.12B, 4.12C, 4.12D, 4.12E, 4.12F, 4.12G, 4.12H, 4.12I
	Literary Response	4.11A, 4.11B, 4.11C, 4.11D
	Inquiry/Research	4.13A, 4.13B, 4.13C, 4.13D, 4.13E, 4.13F, 4.13G, 4.13H
	Culture	4.14A, 4.14B, 4.14C
Listening/Speaking	Purposes	4.1A, 4.1B, 4.1C
	Critical Listening	4.2A, 4.2B, 4.2C, 4.2D
	Knowledge of Culture	4.4A, 4.4B, 4.4C
	Audiences	4.5A, 4.5B, 4.5C, 4.5D, 4.5E, 4.5F
	Appreciation	4.3A, 4.3B, 4.3C
Writing	Purposes	4.15A, 4.15B, 4.15C, 4.15D, 4.15E, 4.15F
	Penmanship/Capitalization/Punctuation	4.16A, 4.16B
	Grammar/Usage	4.18A, 4.18B, 4.18C, 4.18D, 4.18E, 4.18F, 4.18G, 4.18H
	Processes	4.19A, 4.19B, 4.19C, 4.19D, 4.19E, 4.19F, 4.19G, 4.19H, 4.19I
	Evaluation	4.20A, 4.20B, 4.20C, 4.20D, 4.20E
	Spelling	4.17A, 4.17B, 4.17C, 4.17D
	Inquiry/Research	4.21A, 4.21B, 4.21C, 4.21D, 4.21E, 4.21F
	Interpretation	4.23A, 4.23B, 4.23C
	Connections	4.22A, 4.22B
	Analysis	4.24A, 4.24B
	Production	4.25A, 4.25B

ENGLISH LANGUAGE ARTS AND READING – GRADE 5

TEKS Subject	Lesson	TEKS Objective
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
	Text Structures/Literary Concepts	5.12B, 5.12F, 5.12G, 5.12E, 5.12C, 5.12J, 5.12H, 5.12I
	Literary Response	5.11A, 5.11B, 5.11C, 5.11D, 5.12A
	Inquiry/Research	5.13A, 5.13B, 5.13C, 5.13D, 5.13E, 5.13F, 5.13G, 5.13H
	Culture	5.14A, 5.14B, 5.14C
Listening/Speaking	Purposes	5.1A, 5.1B, 5.1C
	Critical Listening	5.2A, 5.2C, 5.2B, 5.2D
	Knowledge of Culture	5.4A, 5.4B, 5.4C
	Audiences	5.5A, 5.5B, 5.5C, 5.5D, 5.5E, 5.5F
	Appreciation	5.3A, 5.3B, 5.3C
Writing	Purposes	5.15A, 5.15B, 5.15C, 5.15D, 5.15E, 5.15F
	Penmanship/Capitalization/Punctuation	5.16A, 5.16B
	Grammar/Usage	5.18A, 5.18B, 5.18C, 5.18D, 5.18E, 5.18F, 5.18G, 5.18H
	Processes	5.19A, 5.19B, 5.19C, 5.19D, 5.19E, 5.19F, 5.19G, 5.19H
	Evaluation	5.20A, 5.20B, 5.20C, 5.20D, 5.20E
	Spelling	5.17A, 5.17B, 5.17C, 5.17D
	Inquiry/Research	5.21A, 5.21B, 5.21C, 5.21D, 5.21E, 5.21F
	Interpretation	5.23A, 5.23B, 5.23C
	Connections	5.22A, 5.22B
	Analysis	5.24A, 5.24B

SCIENCE

SCIENCE GRADE – K

TEKS Subject		Lesson	TEKS Objective
Physical Science: Interactions and Me	Science/Scientific Processes	Investigations	K.1A, K.1B
		Scientific Inquiry	K.2A, K.2B, K.2C, K.2D, K.2E
		Critical Thinking	K.3A, K.3B, K.3C
		Tools and Models	K.4A, K.4B, 1.4B
	Science/Concepts	Properties & Patterns	K.5A, K.5B, K.5C, 1.5A, 1.5B
		Systems	K.6A, K.6D
		Change	K.7A
Earth Science: Changes in Our World	Science/Scientific Processes	Investigations	K.1A, K.1B
		Scientific Inquiry	K.2A, K.2B, K.2C, K.2D, K.2E
		Critical Thinking	K.3A, K.3B, K.3C
		Tools and Models	K.4A, K.4B, 1.4B
		Properties & Patterns	K.5A, K.5B, K.5C, 1.5A, 1.5B
		Systems	K.6A
	Science/Concepts	Change	K.7A, K.7B, K.7C
		Natural World: Rocks, Soil, Water	K.10A
The Earth & Our Environment	Science/Scientific Processes	Investigations	K.1A, K.1B
		Scientific Inquiry	K.2A, K.2B, K.2C, K.2D, K.2E
		Critical Thinking	K.3A, K.3B, K.3C
		Tools and Models	K.4A, K.4B, 1.4B
		Properties & Patterns	K.5A, K.5B, K.5C
	Science/Concepts	Systems	K.6A, K.6D, K.6E
		Change	K.7A
		Living Organisms	K.8A
		Natural World/Environment	K.10A, K.10B
Life Science: Friends with Fur, Feathers and Flowers	Science/Scientific Processes	Investigations	K.1A, K.1B
		Scientific Inquiry	K.2A, K.2B, K.2C, K.2D, K.2E
		Critical Thinking	K.3A, K.3B, K.3C
		Tools and Models	K.4A, K.4B, 1.4B
		Properties & Patterns	K.5A, K.5B, K.5C, 1.5A, 1.5B
		Systems	K.6A, K.6B, K.6C, K.6D

SCIENCE GRADE – 1

TEKS Subject		Lesson	TEKS Objective
Physical Science and Balance & Motion	Science/Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
		Properties & Patterns	1.5A, 1.5B
	Science/Concepts	Change	1.7A, 2.7A
		Systems	1.6A, 1.6C, 1.6D
		Living Organisms	1.8A, 1.8B
Sound, Light and Weather	Science/Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
	Science/Concepts	Change	1.7A, 1.7B, 1.7C, 2.7A
		Properties & Patterns	1.5A, 1.5B
		Systems	1.6A
		Living Organisms	1.8A, 1.9A, 1.9B
		Natural World/Environment	1.10A, 1.10C
Basic Needs of Living Things	Science/Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
	Science/Concepts	Change	1.7A, 2.7A
		Properties & Patterns	1.5A, 1.5B
		Systems	1.6A, 1.6B
		Living Organisms	1.8A, 1.8B, 1.9A, 1.9B
Living and Nonliving Things in Our Natural World	Science/Scientific Processes	Investigations	1.1A, 1.1B
		Scientific Inquiry	1.2A, 1.2B, 1.2C, 1.2D, 1.2E
		Critical Thinking	1.3A, 1.3B, 1.3C
		Tools and Models	1.4A, 1.4B, 1.4C, 2.4A
	Science/Concepts	Properties & Patterns	1.5A, 1.5B
		Systems	1.6A, 1.6B
		Change	1.7A, 1.7C, 2.7A
		Living Organisms	1.8A, 1.8B, 1.9A, 1.9B
		Natural World/Environment	1.10A, 1.10B, 1.10C

SCIENCE GRADE – 2

TEKS Subject		Lesson	TEKS Objective
Living Things Grow and Change	Science/Scientific Processes	Investigations	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
		Tools and Models	2.4A, 2.4B
	Science/Concepts	Properties & Patterns	2.5A, 2.5B
		Systems	2.6A, 2.6B, 2.6C, 2.6D
		Change	2.7A, 2.7B
		Living Organisms	2.8A, 2.8B, 2.9A, 2.9B
		Natural World/Environment	2.10B
Space and Weather	Science/Scientific Processes	Investigations	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
		Tools and Models	2.4A, 2.4B
		Properties & Patterns	2.5A, 2.5B
	Science/Concepts	Systems	2.6A, 2.6B
		Change	2.7A, 2.7B, 2.7D
		Living Organisms	2.8A, 2.8B, 2.9A, 2.9B
		Natural World/Environment	2.10A, 2.10B, 3.11C, 3.11D
Exploring Earth's Surface	Science/Scientific Processes	Investigations	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
		Tools and Models	2.4A, 2.4B
		Properties & Patterns	2.5A, 2.5B
		Systems	2.6A, 2.6B, 2.6C, 2.6D
	Science/Concepts	Change	2.7A
		Living Organisms	2.8A, 2.8B, 2.9A, 2.9B
		Natural World/Environment	2.10B
Exploring Matter, Energy and Motion	Science/Scientific Processes	Investigations	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
		Tools and Models	2.4A, 2.4B
		Properties & Patterns	2.5A, 2.5B
		Systems	2.6A, 2.6B
	Science/Concepts	Change	2.7A, 2.7B, 2.7C
		Living Organisms	2.8B
		Natural World/Environment	2.10B

SCIENCE GRADE – 3

	TEKS Subject	Lesson	TEKS Objective
Energy and Forces	Science/Scientific Processes	Investigations	3.1A, 3.1B
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3B, 3.3C
		Tools and Models	3.4A, 3.4B
	Science/Concepts	Systems	3.5A, 3.5B
		Change	3.6A
		Properties & Patterns	3.7A, 3.7B
		Investigations	3.1A, 3.1B
	Science/Scientific Processes	Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3B, 3.3C
		Tools and Models	3.4A, 3.4B
Earth and Space	Science/Concepts	Systems	3.5B
		Change	3.6B
		Living Organisms	3.8A, 3.8C, 3.8D
		Adaptations	3.9B
		Natural World/Environment	3.11A, 3.11B, 3.11C, 3.11D
Interactions	Science/Scientific Processes	Investigations	3.1A, 3.1B
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3C, 3.3D, 3.3E
		Tools and Models	3.4A, 3.4B
	Science/Concepts	Systems	3.5A, 3.5B
		Living Organisms	3.8A, 3.8B, 3.8C, 3.8D, 2.9A, 2.9B
		Adaptations	3.9A, 3.9B
Plants and Animals Interact	Science/Scientific Processes	Likeness	3.10A, 3.10B
		Investigations	3.1A
		Scientific Inquiry	3.2A, 3.2B, 3.2C, 3.2D, 3.2E
		Critical Thinking	3.3A, 3.3C, 3.3D, 3.3E
	Science/Concepts	Tools and Models	3.4A, 3.4B
		Systems	3.5A, 3.5B
		Living Organisms	3.8A, 3.8B, 3.8C, 3.8D, 2.9A, 2.9B

		Likeness	3.10A, 3.10B

SCIENCE GRADE – 4

	TEKS Subject	Lesson	TEKS Objective
Living Things and Ecosystems	Science/Scientific Processes	Investigations	4.1A, 4.1B
		Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 5.2E
		Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
		Tools and Models	4.4A, 4.4B, 3.4A
	Science/Concepts	Systems	4.5A, 4.5B
		Change	4.6A, 4.6C
		Adaptations	4.8A, 4.8B, 4.8C
		Likeness	4.9A, 4.9B, 5.10A, 5.10B
		Past Events	4.10A, 4.10B
		Natural World/Environment	4.11C
States of Matter	Science/Scientific Processes	Investigations	4.1A, 4.1B
		Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 5.2E
		Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
		Tools and Models	4.4A, 4.4B, 3.4A
	Science/Concepts	Change	4.6A
		Properties and Patterns	4.7A, 4.7B
		Past Events	4.10A, 4.10B
Earth Science	Science/Scientific Processes	Investigations	4.1A, 4.1B
		Scientific Inquiry	4.2A, 4.2B, 4.2C, 4.2D, 4.2E, 5.2E
		Critical Thinking	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
		Tools and Models	4.4A, 4.4B, 3.4A
	Science/Concepts	Systems	4.5A, 4.5B
		Change	4.6A
		Properties and Patterns	4.7A
		Natural World/Environment	4.11A, 4.11B, 4.11C

SCIENCE GRADE – 5

	TEKS Subject	Lesson	TEKS Objective
Variables and Matter	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3D, 5.3E
		Tools and Models	5.4A, 5.4B
	Science/Concepts	Systems	5.5A, 5.5B
		Change	5.6A, 3.6A, 4.6A
		Properties and Patterns	5.7A, 5.7B, 5.7C, 5.7D
		Past Events	5.11A
		Natural World/Environment	5.12D
Systems Interactions	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3D, 5.3E
		Tools and Models	5.4A, 5.4B
	Science/Concepts	Systems	5.5A, 5.5B
		Change	5.6A, 5.6B, 5.6C
		Properties and Patterns	5.7A
		Adaptations	5.9A, 5.9B, 5.9C, 3.8A, 3.8B, 3.8C, 3.8D
		Likeness	5.10A
		Past Events	5.11A
		Natural World/Environment	4.11A
Energy and Motion	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3B, 5.3D
		Tools and Models	5.4A
	Science/Concepts	Systems	5.5A, 5.5B
		Properties and Patterns	5.7A
		Energy	5.8A, 5.8B, 5.8C, 5.8D
		Change	5.6A, 5.6B, 5.6C
Our Changing Earth	Science/Scientific Processes	Investigations	5.1A, 5.1B
		Scientific Inquiry	5.2A, 5.2B, 5.2C, 5.2D, 5.2E
		Critical Thinking	5.3A, 5.3B, 5.3C, 5.3D
		Tools and Models	5.4A
	Science/Concepts	Systems	5.5A, 5.5B
		Change	3.6B, 4.6A
		Likeness	5.10B
		Past Events	5.11A, 5.11B, 5.11C
		Natural World/Environment	5.12A, 5.12B, 5.12C, 3.11A

SOCIAL STUDIES

SOCIAL STUDIES - KINDERGARTEN

TEKS Subject	Lesson	TEKS Objective
Social Studies/Knowledge	History/Celebrations	K.1A, K.1B
	History/Historical Figures	K.2A, K.2B
	History/Time and Chronology	K.3A, K.3B
	Geography/Locations	K.4A, K.4B
	Geography/Environment	K.5A, K.5B
	Economics	K.6A,, K.6B, K.7A, K.7B
	Government	K.8A, K.8B,, K.9A, K.9B
	Citizenship	K.10A, K.10B, K.10C
	Culture	K.11A, K.11B, K12.A, K.12.B, K.12C,
	Science, Technology, and Society	K.13A, K.13B, K14A, K14B
Social Studies/Skills	Critical Thinking	K.15A, K.15B, K.15C, K.15D
	Communication Skills	K.16A, K16.B
	Problem-Solving and Decision-Making Skills	K.17A, K.17B

SOCIAL STUDIES - GRADE 1

TEKS Subject	Lesson	TEKS Objective
Social Studies/Knowledge	History/Celebrations	1.2A, 1.2B, 1.2C, 2.2D
	History/Historical Figures	1.1A, 1.1B, 1.1C
	History/Time and Chronology	1.3A, 1.3B, 1.3C
	Geography/Locations	1.4A, 1.4B, 1.5A, 1.5B
	Geography/Environment	1.2C, 1.6A, 1.6C, 1.6B
	Government	1.10A, 1.10B, 1.11A, 1.11B, 1.11C
	Citizenship	1.12A, 1.12B, 1.12C, 1.13A, 1.13B, 1.13C, 1.13D
	Culture	1.15A, 1.15B, 1.14A, 1.14B
	Science, Technology, and Society	1.16A, 1.16B, 1.16C
Social Studies/Skills	Critical Thinking	1.17A, 1.17B
	Communication Skills	1.18B
	Problem-Solving and Decision-Making Skills	1.19A, 1.19B
	Economics	1.7A, 1.7B, 1.7C, 1.8A, 1.8B, 1.8C, 1.9A, 1.9B

SOCIAL STUDIES - GRADE 2

TEKS Subject	Lesson	TEKS Objective
Social Studies/Knowledge	History/Celebrations	2.1A, 2.1B
	History/Time and Chronology	2.2A, 2.2B, 2.2C, 2.2D, 3.5A
	Sources of Information About Past	2.3A, 2.3B
	History/Historical Figures	2.4A, 2.4B, 2.4C, 8.4B
	Geography/Locations	2.6A, 2.6B, 2.6C, 2.7A, 2.7B
	Government	2.11A, 2.11B, 2.12A, 2.12B, 1.13C
	Citizenship	2.13A, 2.13B, 2.13C, 2.14A, 2.14B, 2.14C
	Culture	2.15A, 2.15B
	Geography/Geographic Tools	2.5A, 2.5B
	Geography/Environment	2.8A, 2.8B, 2.8C, 2.8D
	Economics	2.9A, 2.9B, 3.6B, 2.10A, 2.10B, 2.10C
	Science, Technology, and Society	2.16A, 2.16B
Social Studies/Skills	Critical Thinking	2.17A, 2.17B, 2.17C, 2.17D, 2.17E
	Communication Skills	2.18A, 2.18B
	Problem-Solving and Decision-Making Skills	2.19A, 2.19B

SOCIAL STUDIES - GRADE 3

Lesson	TEKS Objective
Communities	3.1A, 3.1B, 3.1C, 3.2A, 3.2B, 2.4C, 4.3E, 3.6A, 3.6B, 3.7A, 3.7B, 3.7D, 3.8A, 3.8B, 3.8C, 3.8D
History/Time and Chronology	3.3A, 3.3B, 3.3C
Geography/Environment	3.4A, 3.4B, 3.4C, 3.4D, 2.6B, 3.5A, 3.5B, 3.5C, 3.5D
Citizenship	3.10A, 3.10B, 3.10C, 3.10D, 3.11A, 3.11B, 3.11C
Culture	3.12A, 3.12B, 3.12D, 3.13A, 3.13B, 3.13C, 3.14A, 3.14B
Government	3.9A, 3.9B, 3.9C, 3.9D, 3.9E
Science, Technology, and Society	3.15A, 3.15B
Critical Thinking	3.16A, 3.16C, 3.16D, 3.16E, 3.16F
Communication Skills	3.17A, 3.17B, 3.17C
Problem-Solving and Decision-Making Skills	3.18A, 3.18B

SOCIAL STUDIES - GRADE 4

TEKS Subject	Lesson	TEKS Objective
Texas Social Studies/Knowledge	Native American Groups	4.1A, 4.1B
	Exploration/Colonization	4.2A, 4.2B, 4.2C, 4.2D, 4.2E
	Geography/Data	4.6A, 4.6B
	Geography/Concept of Regions	4.7A, 4.7B, 4.7C
	Geography/Settlement of People	4.8A, 4.8B, 4.8C, 4.8D
	Geography/Adapt and Modify Environment	4.9A, 4.9B, 4.9C
	Economics/Early Societies	4.10A, 4.10B
	Economics/Exploration/Colonization	4.11A, 4.11B
	Economics/Work/Economics Activities	4.13A, 4.13B, 4.13D, 4.13E, 4.13F
	Government/Early Development	4.15A, 4.15B, 4.16A, 4.16B
	Culture	4.20A, 4.20B, 4.20C
	Texas Revolution	4.3A, 4.3B, 4.3C, 4.3D, 4.3E
	Economics/Free Enterprise	4.12A, 4.12B, 4.12C, 4.13C
	Citizenship/Customs	4.17A
	Political, Economics, and Societal Changes	4.4A, 4.4B, 4.4C, 4.4D
	Citizenship/Democratic Process	4.17A, 4.17B, 4.17C, 4.17D, 4.18A, 4.18B, 4.18C, 4.18D, 4.19B
	Citizenship/Leadership in a Democratic Society	4.19A, 4.19B
	Twentieth Century	4.5A, 4.5B
	Economics/Work/Interdependence	4.14A, 4.14B, 4.14C
	Science, Technology, and Society	4.21A, 4.21B, 4.21C
Texas Social Studies/Skills	Critical Thinking	4.22A, 4.22B, 4.22C, 4.22D, 4.22E, 4.22F
	Communication Skills	4.23A, 4.23B, 4.23C, 4.23D, 4.23E
	Problem-Solving and Decision-Making Skills	4.24A, 4.24B

SOCIAL STUDIES - GRADE 5

TEKS Subject	Lesson	TEKS Objective
Social Studies/Knowledge	History/European Colonization	5.1A, 5.1B
	History/Political, Economic, and Social Changes	5.4G, 5.4B, 5.4C, 5.4D, 5.4E, 5.4A, 5.4F

	Geography/Geographic Tools	5.6A, 5.6B
	Geography/Concept of Regions	5.7A, 5.7B, 5.7C
	Geography/Locations	5.8A, 5.8B, 5.8C, 5.8D
	Geography/ Environment	5.9A, 5.9B, 5.9C
	Economics/Early Economic Patterns	5.10A, 5.10B
	Economics/ Work and Activities	5.14A, 5.14B, 5.14C, 5.14D, 5.14E, 5.14F
	Citizenship/Customs, Symbols, and Celebrations	5.18A, 5.18B, 5.18C, 5.18D
	Culture	5.22A, 5.22B, 5.23A, 5.23B, 5.23C
	History/Conflict/American Independence	5.2A, 5.2B, 5.2C
	Economics/Exploration/Colonization	5.11A, 5.11B
	Economics/US Free Enterprise System	5.12A, 5.12B, 5.12C
	Economics/Supply and Demand	5.13A, 5.13B
	Government/Colonial America	5.15A, 5.15B
	Citizenship/ Democratic Society	5.19C, 5.20A, 5.20B
	History/Establishment of US Government	5.3A, 5.3B
	History/20th Century in United States	5.5A, 5.5B
	Government/Declaration of Independence/Constitution	5.16A, 5.16B
	Government/Framework	5.17A, 5.17B, 5.17C
	Citizenship/ Democratic Process	5.19A, 5.19B, 5.19C, 5.19D
	Citizenship/ Fundamental Rights	5.21A, 5.21B, 5.21C, 5.21D
	Science, Technology, and Society	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 Skills	5.26A, 5.26B, 5.26C, 5.26D, 5.26E
	Problem-Solving and Decision-Making Skills	5.27A, 5.27B

ESL KINDERGARTEN

By the end of Kindergarten, the student will demonstrate the following competencies at his/her level of English proficiency:

LEVEL B	LEVEL C	LEVEL D	LEVEL E	LEVEL F
tell his or her name and age; identify family and familiar school	identify common occupations, clothing, farm animals, and foods; express	identify modes of transportation and household items; use common	identify marine animals and household items; use past tense	identify the seasons and occupations; understand and use comparatives;

personnel, classroom objects, basic body parts, common pets, and fruits; follow simple directions involving prepositions; use regular plurals; use present tense verb "to be"; use the "-ing" form of a verb; understand and identify moods in a simple story.	himself or herself using the simple present and present progressive tense of common verbs; understand possessive pronouns; follow simple directions involving identifying location on a page; use negatives correctly; repeat simple sentences correctly; comprehend and identify major facts of a simple story	weather vocabulary; understand comparatives; name the days of the week; use prepositions correctly; ask simple present tense questions; use mass nouns correctly; express himself or herself using the past, present, and future tenses; identify the main idea and descriptive or supporting details of a story or TV show; express opinions in complete sentences; comprehend and predict the outcome of a story using model auxiliaries such as "might, may, will"	correctly; express himself or herself correctly in the present tense; ask past tense questions; discriminate differences in closely paired words; describe the main properties of common objects; retell the main facts and supporting details of a story	use superlatives correctly; use conditional tense of verbs; understand and name opposites of key words; express himself or herself correctly using past tense; express himself or herself correctly using a future form of a verb describe attributes of friendship identify the main facts of a story describe a past experience

At LEVEL A, a student can do fewer than half the skills listed in LEVEL B.

ESL GRADE 1

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 - Families	Tell who is in a family; tell what families do; tell how families change	1.4A 1.5F 1.7A 1.20B 1.11C	social studies, science, literature	Plurals, pronouns, present tense, capital letters, initial <i>f</i> , color-words	Use what you know; predict content.
2 - Growing and Changing	Tell new things children can do as they grow; tell how children and animals grow and change.	1.4A 1.11C 1.20B	social studies, science, literature	Adjectives that mean "more," plurals, prepositions <i>in</i> and <i>on</i> , color words, proper nouns, offering to do something, typographical devices	Use picture clues; uses pictures to get meaning; recognize main idea; draw conclusions.
3 - At School	Tell how children get to school; tell what's seen at school; name rules; tell what's done at school.	1.3A 1.8Ci 1.3C 1.11C 1.4A 1.25B 1.6Di 1.26E	social studies, science, literature	Pronouns – <i>I</i> and <i>we</i> , days of the week, question words, <i>many</i> , contractions, initial <i>m</i> , initial <i>c/k/</i> , initial <i>d</i> , greetings	Use pictures; recognize patterns; understand a process; paraphrases/r etell.
4 – Learning	Name some things done alone and some things done in a group; name things practiced at school; tell how children feel at school; tell what's learned in school.	1.11A 1.20B	social studies, science, literature	Infinitives, verbs, verb--- can, pronouns, multiple meanings – like, <i>if</i>	Understand cause and effect; recognize repetition.
5 – Neighbors	Tell where people live; tell what neighbors are; tell what a community is; tell how maps help people.	1.1C 1.3C 1.5C 1.6C 1.6Di	social studies, math, literature	Question words, initial <i>n</i> , capitalization, opposites, initial <i>p</i> , words for noises, position words, initial <i>s</i> , initial <i>r</i> , rhyming words	Use a map; use brainstorming; use what you know; make inferences; draw conclusions.

6 – Animals and Their Homes	Name places where animals live; name animals that live in trees, in ponds, and in fields; name animals that can be pets; tell how to care for pets.	1.3E 1.6Di 1.7A 1.11C 1.26A	science, math, literature	Prepositional phrases, initial t, verbs, number and verbs, initial w, names for animal babies, future tense, initial h	Reread; use pictures; visualize word problems; make predictions based on prior knowledge.
7 – How You Can Feel Safe	Name places where safety is important; name people who help keep others safe; name rules that help people stay safe.	1.3E 1.20B 1.5G 1.21B 1.6Di 1.24B 1.7Ei 1.25C 1.8F 1.26I 1.11A 1.27E 1.11Gi 1.27F 1.20Ai	health, math literature	Word families, verbs + -et, multiple meanings, rules, initial soft g, short I, word order, question mark, exclamation mark	Use what you know; compare and contrast; use predicting; use selective attention; recognize reality and fantasy; make predictions.
8 – How You Can Feel Healthy	Tell benefits of exercising; name ways to keep clean and healthy; name foods that assist growth and good health.	1.4A 1.18F 1.4B 1.21B 1.5G 1.25C 1.11C 1.26A 1.17G 1.26F	health, math literature	Adjectives with -y, pronoun they, antonyms, count vs. noncount nouns, days of the week, period, short a, expressing gratitude	Use picture cards; use a chart; use finding the total; make predictions based on prior knowledge.
9 – Using Our Senses	Tell how to take care of the eyes and ears; tell how to make high and low sounds; tell what body part is used for each sense.	1.3Bii 1.21A 1.5G 1.25C 1.8Ci 1.26F 1.11A 1.11C 1.17Gi	health, science, literature	Verbs, antonyms, plural forms, giving instructions, capital letters, short o, multiple meanings – went, places in a house , past tense	Use imagining; recognize cause and effect; make predictions; recognize reality and fantasy; draw conclusions.

10 – How We See & Hear	Compare how people and animals see; compare how people and animals hear; compare things seen and heard.	1.3C 1.17Gi 1.4A 1.25B 1.4B 1.25C 1.5G 1.26C 1.6C 1.26I	science, math, literature	Expression very well, capitalization and punctuation, numerals and number words, questions and answers, short u, rhyming words.	Use prior knowledge; follow directions.
11 – The Four Seasons	Name the four seasons; name the months of the year; tell how the weather changes from season to season; tell what seasonal things people do; tell how people dress for the weather.	1.5G 1.26I 1.6E 1.27F 1.6Di 1.8Ci 1.17GI 1.25D 1.26G 1.26H	science, social studies, literature	Phrases, root words, consonant blend <i>cl</i> , capitalization/punctuation, adjectives, contractions	Predict content; get information; understand that numbers show sequence; compare and contrast.
12 – Trees	Tell ways people can save and protect trees; tell ways people use trees; tell why people and animals need trees.	1.3E 1.25B 1.4A 1.26A 1.11C 1.17Gi 1.21A	social studies, science, literature	Long <i>a</i> , period and question mark, opposites, verbs, pronoun – <i>they</i> , color words, superlatives, adjectives of size – <i>small/long/wide</i>	Use pictures for meaning; visualize, use planning; understand type conventions; use context clues.

ESL GRADE 2

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – People & Places	Name different kinds of groups; tell what different groups do; name places in the community; tell what people do in each place; name states in the U.S.;	2.1C 2.5Bi 2.1F 2.5C 2.2A 2.5Hi 2.3A 2.11C 2.3E	social studies, science, literature	present tense; sentence patterns; capitalization; irregular plurals; rhyming words with long <i>a</i> , <i>e</i> , and <i>I</i> ; informal	Use picture details; read maps; use pictures for meaning; recognize fact and fantasy; summarize.

	begin recognizing animal groups and their places.	2.3F 2.4B 2.4C		English expression OK; statements showing approval	
2 – Animals & Their Habitats	Name animals and some of their attributes; understand what animals need from their habitats.	2.1C 2.4B 2.1F 2.5A 2.2A 2.5B 2.3E 2.9F 2.3F	science, math, literature	subject/verb agreement, short <i>a</i> , explaining choices, comparatives, similes, rhyme	Use pictures for meaning; understand patterns; understand main idea; count how many, remember details.
3 – How People Work	Name community workers; tell how workers help us; name workplaces; tell what people's "needs" are; tell the difference between needs and wants; tell what animals' needs are.	2.1C 2.6 2.1F 2.9A 2.1H 2.2A 2.3E 2.3F 2.4B 2.5C	social studies, science, literature	verbs, related words, words needs and wants, contractions, rhyme	Use pictures for meaning; use title to predict; note repeated words; find a way to classify; use what you know.
4 – What Animals Do	Tell ways animals work; tell how animals protect themselves; tell how protective coloration works.	2.2A 2.4C 2.3E 2.5A 2.3F 2.5B 2.4A 2.5D 2.4B 2.9A	science, math, literature	subject/verb agreement; consonant blends <i>sm</i> , <i>sk</i> , and <i>spr</i> ; giving directions; punctuation; contractions; verbs; describing; rhyme	Recognize main idea; recognize sentence patterns; follow directions; understand specialized language; use prior knowledge; use pictures to get meaning; summarize.
5 – How We Have Fun	Name toys and games; name ways to play alone and to play with friends; tell how to get exercise while playing; name ways that exercise	2.1C 2.2A 2.3Bi 2.3C 2.3E 2.3F 2.4B 2.5A	health, math, literature	final consonant <i>s/z/</i> , long <i>I</i> , number and present progressive tense, irregular past tense, future tense,	Visualize; uses imagery; recognize cause and effect; use pictures for meaning.

	is good for you, tell what parts of the body are used with different exercises.			pronouns, contractions, addressing family members and friends	
6 – How Things Move	Tell what things can be pushed or pulled; understand force; tell what magnets do; tell about play involving pushing and pulling.	2.2A 2.5Ei 2.3E 2.5Fi 2.3F 2.5G 2.4B 2.9 2.5A 2.12D 2.5Bi	science, Social studies, literature	consonant blend <i>tr</i> , adjectives, prepositions, present progressive, future tense; imperatives	Use picture clues; ask questions for information; use word structure; use context clues.
7 – Plants We Eat	Name the parts of plants; tell what each part of a plant does; name plants we eat; tell which parts of plants we eat; name grains and foods made from grains.	2.1G 2.5A 2.2A 2.5Bi 2.3E 2.5D 2.3F 2.4B 2.4C 2.5	science, social studies, literature	consonant blends <i>st</i> and <i>str</i> , <i>a few</i> and <i>a lot (of)</i> , count vs. noncount nouns, passive expressions; sentence patterns, nouns and verbs; long o spelled <i>iw</i> and <i>oa</i>	Use pictures for meaning; see that numerals show sequence; find a way to classify; locate patterns, understand a process; summarize.
8 – Where We Buy Food	Tell where fruits and vegetables are grown; tell where foods are purchased; tell which foods can be purchased in which places; name kinds of restaurants.	2.1A 2.5 2.1B 2.5G 2.1C 2.6 2.2A 2.7 2.3E 2.9E 2.3F 2.4B	social studies, math, literature	phrases, capitalization, making requests, numerals and number words, possessives, pronouns	Preview text; monitor meaning; plan to read orally; use pictures and text; use context clues.
9 – Night and Day	Name things in the sky; tell what causes night and day; tell about the sun; tell about the moon; tell why a calendar is	2.1C 2.5 2.1F 2.5Ei 2.2A 2.5G 2.3E	science, social studies, literature	homophones, compound words, expressing time, irregular past tense, comparatives,	Use a diagram; generalize; predict; make comparisons; use context; use prior

	important.	2.3F 2.4B		similes, describing, pattern and rhyme	knowledge.
10 – Long Ago and Today	Tell about the first people in North America; tell about Spanish settlers of North America; tell about Pilgrims; name U.S. holidays.	2.1F 2.9C 2.2A 2.3C 2.3E 2.3F 2.4C	social studies, science, literature	telling why, time expressions, ordinal numbers, questions and answer, present tense, onomatopoeia	Understand chronology; use a calendar; summarize.
11 – Where We Find Water	Name sources of water; tell how some bodies of water differ; find bodies of water on a map; tell what happens when there is too much or too little water; tell how water can be saved.	2.2A 2.3C 2.3E 2.4F 2.4B 2.5A 2.5Bi 2.9E	social studies, science, literature	adjectives, capitalization, expressions of amount, long <i>a</i> , short <i>u</i> , possessives, informal expressions, short and long <i>i</i> .	Use context clues; use a map; visualize; preview a story; recognize cause and effect; paraphrase/re tell.
12 – Water & the Weather	Tell how rain makes people feel; tell about clouds; tell where rain comes from; tell about water vapor; tell about the water cycle.	2.1A 2.6 2.2A 2.9(Di 2.3C 2.9F 2.3E 2.3F 2.5Ei	science, math, literature	related words, forming questions, prepositional phrases, comparatives, punctuation, compound words	Check inferences; self-assess; preview directions; solve problems.

ESL GRADE 3

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – The Farm & the City	Tell what farmers do; identify products that come from a farm; tell how wheat is grown; read a thermometer.	3.17Ei 3.25D 3.3E 3.3F	social studies, science, literature	singular and plural nouns, subject-verb agreement – <i>is/are</i> , simple present tense, recognize commands, /p/ and /b/	Use time expressions; follow directions; recognize patterns in English.

2 – Life in the City	Tell about a community; name services and goods in a city; solve math story problems; name parts of a city; name state capitols; name the five good groups.	3.1G 3.23A 3.25A 3.3AI 3.3F 3.4B	social studies, math, health, literature	sentence structure, consonant sounds /g/ and /k/, capitalization of proper nouns, numbers as words, slang/informal English, extending an invitation, present progressive tense.	Reread; use a map; read a chart; recognize opinions; type conventions; draw conclusions.
3. How You Use Light	Name lights used in the past and today; read a time line of lights; tell uses of lights in a community; explain how people use their eyes to see.	3.1C 3.15Bi 3.1F 3.23A 3.25Ei 3.25Eiv 3.25EW 3.3	social studies, Science, literature	words in a series, time words, <i>when</i> and <i>where</i> , the sound of long <i>I</i> , contractions, rhyme	Recognize time and sequence; use a Time line; visualize; use a diagram.
4 – What Light Can Do	Tell what light can and cannot move through; identify what makes light bend and bounce back; use a prism to see rainbow colors; put on a shadow play.	3.1F 3.1G 3.3F	science, social studies, literature	<i>some, all, or none</i> ; prepositions of location <i>on, in, under</i> ; commands; nouns as adjectives; communicating with sounds; <i>expressing the same idea with different expressions</i> ; plurals of words ending in <i>-y</i> ; alliteration	Explain a process; use pictures for meaning; paraphrase; use different expressions with the same meaning.
5 – How You Make Sound	Tell how sound is made; demonstrate vibrations; tell how sounds are different; name musical instruments from around the world.	3.1F 3.1G 3.3F	science, social studies, literature	<i>the v sound, can and can't, adjectives, the pronoun it, past tense, long a and short a, rhyme, onomatopoeia</i>	Record information; recognize sentence patterns; use type conventions; understand specialized

					vocabulary.
6 – How You Use Sound	Tell how you hear sound; name parts of the ear; tell how ears help animals survive; find out how well you hear; name inventions in communication.	3.1G 3.25D 3.3F	science, social studies, literature	<i>the sound of ear, singular/plural agreement – has/have, you as understood subject in commands, can + verb + complement, so ...that, long o and short o.</i>	Read a diagram; set a purpose for reading; recognize main idea; distinguish between fact and opinion.
7 – Plants, Animals, & Climate	Describe the climate of deserts and forests; tell how a cactus can live in the desert; tell how animals live in a forest; tell how veterinarians help animals.	3/1G 3.25Eii 3.3F	science, social studies, literature	<i>some or other; adjectives; long e; pronouns he, she, they; many, most, some and all, they and them; once, twice; words for the senses</i>	Compare and contrast; use a Venn diagram; use picture captions; reread sentences.
8 – Weather & People	Tell how weather affects the way people live; tell how people dress for the weather; identify climates in various parts of the world; tell how to stay healthy in hot weather; tell how to stay healthy in cold weather.	3.1C 3.1E 3.24A 3.25F 3.3D 3.3F 3.4A 3.5A	social studies, health, literature	<i>Antonyms; infinitives of purpose; consonant blends sl, pl, cl; commands, similes; quantity expressions</i>	Recognize cause-effect relationships; recognize main idea; use a map key; use pictures for meaning.
9 – What Shelters Are Made Of	Name materials used to build homes; tell how people found building materials long ago; tell how homes changed over time; name steps in building a beaver lodge.	3.25A 3.3F 3.5A	social studies science, literature	beginning and ending consonant sounds <i>st</i> and <i>ch</i> , <i>house or home</i> , past tense verbs ending in <i>t</i> , sequence words, short <i>I</i> and long <i>I</i> , identify a sentence and punctuation, parenthetical expressions	Recognize a pattern; read a time line; use numbers; learn information.

10 – How Shelters Are Built	Name tools and materials and tell how they are used; tell how bricks and glass are made; name simple machines, name shapes in houses.	3.3F	science, math, literature	forms of <i>build</i> , /ks/, subject-verb agreement is and are, show possibility— <i>can be</i> , phrases that tell <i>where</i> and <i>when</i>	Reread, to understand; understand a process; use pictures of meaning.
11 – Changing the Earth	Tell how people affect the environment; tell about a local habitat; tell how children can save a rain forest; name endangered or extinct animals write a letter to an environmental group.	3.3F 3.5A 3.5E	science, social studies, literature	special singular and plural nouns, consonant blends- <i>str</i> and <i>thr</i> , context and picture clues, when clauses, making requests, possessive adjectives.	Set a purpose for reading; use pictures to follow directions; use context clues; take notes.
12 – Pollution	Name causes of water pollution; name ways to prevent water pollution; tell how to find out how clean the air is; tell how recycling works; name things that can be recycled; tell what people can do to prevent pollution.	3.1G 3.3F	science, social studies, literature	gerunds, sounds /h/ and /j/, conjunctions – and, verbs with <i>up</i> , <i>was going to</i> , prepositions – <i>under</i> , <i>above</i> , adverbs of degree – <i>very</i> , <i>too</i>	

ESL GRADE 4

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – The American West Today	Name the states and landforms in the West; name crops farmers grow in the West; describe ranching, fishing, and mining in the West.	4.1D 4.9Ci 4.18B 4/18C 4/28D 4.29A 4.6A	social studies science, literature	singular and plural nouns; verbs; /m/ and /n/; simple present tense; place an order; antonyms	Use a map key; recognize a pattern; read money amounts.
2 – Settling the West	Explain why people went west; describe the trip west; tell what	4.1D 4.9C 4/18	social studies, science,	want + infinitive; household	Set a purpose for reading; visualize; use

	settlers took with them; talk about the Oregon Trail; talk about the dangers and benefits of prairie fires.	4.29A 4.30A 4.4A 4.5 4.6	literature	items; /w/; habitual <i>would</i> ; quotation marks; recount past activities; exclamations; metaphors	pictures for meaning, recognize a personal title.
3 – You Are A Living Thing!	Explain that all living things are made of cells; describe how cells grow; tell why living things need energy; demonstrate that yeast is a living thing; tell how people communicate.	4.1D 4.13B 4.29A 4.30E 4.4A 4.6A 4.9C	science, social studies, literature	/k/ and /s/ spelled c; simple present vs. present progressive tense; questions with <i>what</i> and <i>how</i> ; onomatopoeia; describe activities with other people; using <i>cannot</i>	Use pictures for meaning; classify to understand; use chronology to understand.
4 – Living in Your Ecosystem	Define an ecosystem; explain how an ecosystem works; make an ecosystem; use bat facts to solve math problems.	4.1A 4.29A 4.10 4.6A 4.13B 4.6B 4.18D 4.7C 4.18F	science, math, literature	compare with as + adjective + as; conjunctions <i>when</i> and <i>as</i> ; diphthong /oi/; <i>how many</i> and <i>how much</i> ; prepositions of location; noun phrases with <i>who</i> ; express obligation	Use labels to understand; prepare for an activity; use pictures for word meaning; visualize a relationship.
5 – The First Americans	Name some American Indian shelters and the resources used to build them; identify the parts of a buffalo and how they were used; describe American Indian crafts; tell what an archaeologist does; name some materials that are good insulations.	4.10A 4.14 4.17A 4.17C 4.18A 4.30Ei 4.6A 4.6B 4.7A	social studies, science, literature	pronoun <i>they</i> ; sentence patterns with use...for; present perfect tense; sequence words <i>first</i> , <i>second</i> , <i>third</i> , <i>last</i> ; deductions with <i>must be</i> ; /j/ fraction words	Classify information; use numerals for sequence; predict content; use context clues; visualize story details.
6 – The Aztec Indians	Name some crops that Aztec farmers grew, describe Aztec arts and crafts; tell what an archaeologist does;	4.1C 4.13B 4.18A 4.29A 4.30	social studies, math, literature	past tense verbs; consonant blend <i>st</i> ; expressing	Use context clues; set a purposes for reading; paraphrase.

	name some materials that are good insulators.	4.6A 4.9C		preference; <i>before</i> and <i>after</i> ; adverbs; I am...	
7 – You Are What You Eat!	Explain that people need food for energy; describe a balanced diet; describe a food pyramid; tell where foods grow.	4.1D 4.6B 4.18B 4.18D 4.2C 4.3A	health, social studies, literature	compare past abilities to present abilities with <i>can/couldn't</i> ; expressing people's needs; <i>yes/no</i> questions with <i>did</i> ; adverbs <i>well</i> and <i>poorly</i> ; /u/ and /yu/; /fr/	Use graphics for information.
8 – Let's Eat!	Use a diagram to explain digestion; tell what saliva does; explain why people feel hungry; describe how people learned about vitamins.	4.1A 4.9C 4.18B 4.19 4.3B 4.6A 4.6B	science, social studies, literature	words for parts of the body; when clauses; <i>yes/no</i> questions with <i>do/does</i> ; /v/ and /b/; express obligation; prepositional phrases; foreign words; I like + noun vs. I like + infinitive.	Understand specialized vocabulary; use phonetic spellings; use pictures for meaning; read to find information.
9 – Life in the Rain Forest	Tell where rain forests grow; name types of species that live in a rain forest; describe a food chain in a rain forest; tell the history of rubber.	4.1A 4.18 4.3B 4.6B 4.9C	science, social studies, literature	prepositions <i>above</i> , <i>below</i> , <i>along</i> , <i>through</i> ; give examples with <i>such as</i> ; pronoun referents; /l/ and /r/; comparisons; frequency expressions; present and past tenses	Identify main idea; use pictures for meaning; use a map key; use punctuation to read.
Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
10 – Using Our	Tell why people need trees; explain why	4.1A 4.17A	social studies,	consonant blends gr and	Use graphics to compare;

Forests	people need rain forests; find rain forest products; describe a rain forest scientist; tell how people are trying to save the rain forests.	4.18B 4.30 4.3B 4.6B	science, literature	tr; past tense of irregular verbs; possibility---might; present progressive tense; use please	use prior knowledge.
11 – Regions of Our Country	Identify directions on a map; name regions of the U.S.; read a map; make a map; recognize state symbols.	4.1A 4.9C 4.13D 4.17C 4.3B 4.6B	social studies, science, literature	Form plurals; capitalization of proper nouns; /sh/; expressions of amount same, most, each, a lot of; polite requests; rhyme scheme	Use sources of information; recognize patterns.
12 – State Histories	Tell events in the history of California; read a little line; read a population bar graph; read a population line graph.	4.1A 4.6 4.13D 4.9 4.16 4.17 4.18	social studies, math, literature	ordinal numbers; irregular past-tense verbs; prefix – re; comparatives and superlatives; digraph th; express wants; /kw/; contractions	Read time lines; use prior knowledge; read a line graph; use pictures for meaning; understand author's point of view.

ESL GRADE 5

Chapter	Objectives	TEKS	Content Focus	Language Awareness Objectives	Learning Strategies
1 – The Science of Sound	Tell what sound is; tell how people hear; make and use an ear trumpet; read a decibel graph.	5.13D 5.27C 5.18 5.5G 5.23 5.6A 5.26B	science, math, literature	the v sound, singular and plural nouns, action words as directions, comparatives, rhyming sounds, the long o sound	Recognize cause and effect; use a graph; use pictures to predict.

2 – Uses of Sound	Make sounds of different pitch; tell how musical instruments make sound; make a musical instrument; name events people celebrate with music.	5.13D 5.5G 5.16 5.18 5.23 5.26B 5.29F 5.29I	science, social studies, literature	Superlatives; passive voice expressions; count vs. non- count nouns; the sound /ng/ in the final position; time expressions; suffixes –er, - ist; idioms	Use a graph; use classification; work cooperatively ; use pictures for meaning; use intonation.
3 – The Earth Is Not Flat!	Tell why the Indies were important; identify Columbus and describe his voyage; tell about the meeting of Columbus and the Taino people; explain how a compass works.	5.1D 5.28A 5.10H 5.29I 5.16 5.5G 5.18 5.2B 5.23 5.26B 5.26D	social studies, science, literature	use language for buying, selling, and trading; past tense verbs; word origins; digraphs in the final position, 'sh, - th; verb tenses; asking questions; expressions of frequency	Use pictures for meaning; visualize; make inferences; make a model to understand meaning.
4 – The Aztecs and the Spaniards	Describe the Aztec city of Tenochtitlan; explain how Cortes conquered the Aztecs; name the parts of a horse; make an Aztec sun god mask.	5.10F 5.16 5.18 5.26B 5.30C 5.5G	social studies, science, literature	prepositions in, on; saying dates; /er/ sound spelled er, ir, ear, or; making general statements; verbs in directions; rhythm and rhyme	Find a topic sentence; read on to get meaning; recognize supporting details; record observations; summarize.
5 – Precious Water	Explain differences between fresh water, and salt water; tell why living things need water; name ways people use water; do an experiment with salty water.	5.10F 5.16 5.18 5.26B 5.30A 5.5G	social studies, science, literature	capitalization of proper nouns; infinitives; use of as; the pronoun it; /y/ in Yoya vs. /j/ in magical;; the sound /v/; clauses with that	Find a topic sentence; read on to get meaning; recognize supporting details; record observations; summarize.
6 – The Forms of Water	Name the forms of water; explain the water cycle; do a water cycle	5.16 5.6Bi 5.18 5.23	science, social studies, literature	sounds for s, the –tion ending, long vowel sounds,	Use pictures for meaning; use context to get meaning;

	experiment; describe water sources in the Sahara Desert.	5.26B 5.26D 5.5G		simple present tense for presenting facts; asking questions	follow directions; use imagery to understand poetry.
7 – Coming to America	Name countries from which settlers came; tell why settlers came to America; tell about a journey to America; describe a beaver.	5.10G 5.27C 5.16 5.28G 5.18 5.31C 5.23 5.5G 5.26B 5.26D	social studies, science, literature	time expressions; short a, long a; past progressive tense; describing; transportation words; there is, there are	Visualize story details; formulate opinions; summarize.
8 – Life in the Colonies	Tell something about Jamestown; become familiar with the names of the thirteen colonies; tell something about the New England, Middle, and Southern Colonies; read a graph on tobacco exports.	5.1D 5.29I 5.10E 5.30E 5.13B 5.5G 5.13D 5.9B 5.16 5.18 5.26B 5.27C	social studies, math, literature	infinitives; names of languages; past tense of irregular verbs; comparisons— more, less; compound sentences; comparisons – as + adjective + as; short I and long I	Recognize causes and effect; use a Venn Diagram; read a bar graph; make predictions; use context clues, paraphrasing.
9 – What Do You Read?	Tell why people read; name materials people read; identify the parts of a front page; identify the sections of a newspaper; use word clues to solve story problems.	5.10 5.6A 5.16 5.18 5.23 5.26B 5.29A 5.5G	language arts, math, literature	infinitives; letter-sound correspondence – f, ph, th; report information; clauses with that; use of do; make exclamations.	Use pictures to answer questions; read story problems; decode unfamiliar words.
10 – What Makes a Good Story?	Define setting, characters, and plot; read a plot diagram; write a plot diagram; tell about storytelling around the world.	5.1D 5.26B 5.10C 5.5G 5.10F 5.6A 5.16 5.18 5.23	language arts, social studies, literature	subject/verb agreement—is, are; present tense verbs; question marks; the sound s spelled c; idioms; consonant digraph – sh; contractions; expressing	Recall the plot; make a plot diagram; skim and scan; use pictures for meaning; ask questions to understand word meanings.

				approval and disapproval; rhyming words	
11 – Problems with England	Tell that America's thirteen colonies belonged to England; explain why some colonists were angry with England; describe what happened at the Boston Tea Party; write and solve a sales tax problem.	5.1D 5.27C 5.10H 5.5G 5.12H 5.13G 5.16 5.18 5.26A 5.26B 5.27A	social studies, math, literature	only/many, idioms, irregular past tense, the short e sound, sound words, indefinite pronouns and adverbs, the present perfect tense, long and short i	Draw conclusions; take notes; recognize point of view; follow directions.
12 – The War for Independence	Identify Thomas Jefferson as the writer of the Declaration of Independence; identify George Washington and describe conditions at Valley Forge; tell what happened at the Battle of Yorktown; use capital letters; name important beliefs in the Declaration of Independence.	5.1D 5/10G 5/10L 5.16 5.18 5.26B 5.30A 5.5G	social studies, language arts, literature	Pronouns – they, he, it; describe conditions; sounds or and ar; capitalization of proper nouns; adjective/pronoun-these	Summarize; use a time line; generalize; read on to get meaning.

SPECIAL EDUCATION

The courses for students qualifying for special education services will be developed based on students' IEPs.

Mathematics	Language Art	Social Studies	Science
Math Communication Reasoning Skills Problem Solving Retelling a story, drawing a picture Number Sense Counting to 100 by 5's & 10's Counting to 20 by 2's and odd numbers Place Value Tens/ones, 2 digit and ordering Fractions, Percents, Integers, Irrationals Illustrate fractions Computation and Estimation Fact families, number patterns, addition and subtraction facts Geometry Identify shapes Measurement Money, measuring objects Probability Predictions Calendar Graphing Technology Apply to life skills	Written Language – Oral Language Phonics Word blending Vocabulary Handwriting Writing to Read Writing Process Revise, edit Spelling Sentences Interrogative, imperative, exclamatory Parts of Speech Nouns, verbs Usage & Mechanics Subject/verb agreement, contractions, abbreviations, Literature/Creative Writing Imaginative stories, poetry, expository writing, Reading Comprehension Skills	Theme Compare different types of family customs, traditions, cultures, and races Citizenship Role in neighborhoods Rules at home, school and community Government Historic Perspectives Historical figures Holidays Geography Environment Economics How people work and use resources Map Skills Likes/differences Current Events Church Ideals Community Helpers	Material Objects (Earth Science): Property Sorting Serial ordering Solids, liquids, air Organisms (Life/Environmental Science): Plants Animals Habitats Food Chains

III. SCOPE AND SEQUENCE 6-12

Teachers will align curriculum based on the TEKS objectives, textbook guides, learning activities and other materials that add interest to the classes. This curriculum will include resources such as projects, discussions, activities, group or peer tutoring, software support, and teacher-led instruction. Those methods will ensure that students of all skill levels and learning styles will be reached. Mastery of the objectives is tracked through tests, presentations, discussions and successful completion of the assignments.

In this section, scopes and sequences of the major courses, the units to be covered and corresponding TEKS objectives, for each subject area are presented in a series of tables.

SCIENCE

GRADE 6

Unit	TEKS
Models in Science, Description and Measurement SI Units, Drawings, Tables, and Graphs	6.1A, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.4, 6.4A, 6.4B, 6.5, 6.5A, 6.5B 6.6A
Physical Properties and Changes in Chemical Properties and Changes in Describing Motion forces, The Laws of Motion, What is energy? Energy Transformations in Sources of Energy	6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3C, 6.3D, 6.3E, 6.4A, 6.4B, 6.5A, 6.6, 6.6A, 6.6B, 6.7, 6.7A, 6.7B, 6.8, 6.8A, 6.8B, 6.9, 6.9A, 6.9B, 6.9C, 6.10
Minerals-Earth's Jewel, Rocks Rock cycle, Earth's Moving Plates, Uplift of Earth's Crust, Weathering and Soil Formation Erosion of Earth's Surface Groundwater, The Atmosphere, Earth's Weather	6.1, 6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3D, 6.3E, 6.4A, 6.4B, 6.5, 6.5A, 6.5B, 6.6, 6.6A, 6.6C, 6.7A, 6.7B, 6.14A, 6.14B
Radiation from Space, Early Space Missions, Current and Future Space Missions, Earth's Place in Space The Solar System, Stars and Galaxies	6.1A, 6.1B, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3D, 6.3E, 6.4A, 6.4B, 6.5A, 6.6, 6.6A, 6.8, 6.8B, 6.13, 6.13A, 6.13B, 6.14C
Cell Structure, Viewing Cell, Viruses, Continuing Life Genetics-The Study of Inheritance, The Environment Interactions Among Living Organisms, Matter and Energy, Types of Behavior, Behavioral Interactions	6.1, 6.1A, 6.1B, 6.2, 6.2A, 6.2B, 6.2C, 6.2D, 6.2E, 6.3, 6.3A, 6.3C, 6.3D, 6.3E, 6.4, 6.4A, 6.4B, 6.5, 6.5A, 6.5B, 6.8A, 6.8B, 6.8C, 6.10A, 6.10B, 6.10C, 6.11, 6.11A, 6.11B, 6.11C, 6.12, 6.12A, 6.12B, 6.12C, 6.13A, 6.13B

GRADE 7

Unit	TEKS
Introduction to Science: Lab Safety, Lab Equipment,	1A, 1B, 2A, 2B, 2C, 2D, 3C, 4A
Interactions Between Matter and Energy Properties of Matter, Elements, Forming Compounds, Motion,	1A, 1B, 2A, 2B, 2C, 2D, 2E, 4A, 5A, 6A, 6B, 6C, 7A, 7B, 7C, 8A, 8B, 9A
Earth and Space Systems Changes and Stability, Weathering, Soil Formation, Erosion, Deposition, The	1A, 1B, 2A, 2B, 2C, 2D, 2E, 3C, 3D, 4A, 4B, 6A, 7A, 8A, 13A, 13B, 14A, 14B,

Earth-Moon System	14C
Living Systems-- Digestion, Circulation, Respiration, Excretion, Fighting Disease, Nervous System, Endocrine System, Reproduction	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 6C, 8A, 9A, 9B, 10A, 10C, 11A, 11B
Organisms and Their Environments Ecosystems, Biomes, Relating to the Environment, Living Resources	1A, 1B, 2A, 2B, 2C, 2D, 2E, 3C, 4A, 4B, 5B, 8B, 10A, 10B, 11A, 11B, 12A, 12B, 12C, 12D, 14A, 14C

GRADE 8

Unit	TEKS
Classroom Procedures, Safety, Lab Equipment and Scientific Method	1A, 1B, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 5A, 5B, 5C
Physical Systems - Matter and Energy	7A, 7B, 8A, 8B, 9A, 9B, 9C, 9D, 10A, 10C
Light and The Universe - Electromagnetic Spectrum -	7B, 10A, 10C, 13A, 13B, 13C, 14B
Earth Systems - Plate Tectonics - Rocks	7B, 12A, 14A, 14B
Human Activities and Earth Systems	10B, 12A, 12B, 12C, 14B, 14C
Genetic Change and Interdependence Among Living Systems	6A, 6B, 6C, 7A, 11A, 11B, 11C, 13B, 13C, 14B

INTEGRATED PHYSICS AND CHEMISTRY

Unit	TEKS
Scientific Method Metric System	1A, 1B, 2A, 2B, 2C, 2D 3A, 3B, 3C, 3D, 3E
Solids, Liquid, and Gases	1A, 2A, 2B, 2C, 2D, 3A, 7A, 7B, 8A
Classification of Matter	1A, 2A, 2B, 2C, 2D, 3C, 3E, 5B, 7E, 8A, 8C, 8E, 9D
Properties of Atoms and Per. Table	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 7B, 7D
Chemical Bonds	1A, 2A, 2B, 2C, 2D, 3A, 7B, 7D, 8A, 8E, 9A, 9B, 9D
Elements and Properties	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 7D, 8E, 9B
Organic Compounds	1A, 2C, 2D, 3A, 6B, 7D, 8A
New materials through Chemistry	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3D, 3E, 7D, 8E
Solutions	1A, 2A, 2B, 2C, 2D, 3A, 8A, 8B, 9A, 9B, 9D, 9E
Chemical Reactions	1A, 2B, 2C, 2D, 3A, 3E, 7B, 7C, 8A, 8B, 8C
Acids, Bases and Salts	1A, 2A, 2B, 2C, 2D, 3A, 7A, 8A, 9A, 9B, 9C
Motion and Speed	1A, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C
Forces	1A, 2A, 2B, 2C, 2D, 3A, 3E, 4A, 4B, 4C
Energy	1A, 2A, 2B, 2C, 2D, 4A, 4B, 6A, 6B, 6C, 6H, 8A, 8D
Work and Machines	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3D, 4A, 4C, 4D, 6A
Thermal Energy	1A, 2A, 2B, 2C, 2D, 3A, 6B, 6H
Electricity	1A, 2A, 2C, 2D, 6B, 6C, 6D, 6E, 6F, 6H
Magnetism and Its Uses	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3D, 3E, 5D, 6C, 6D, 6E, 6F, 6G
Radioactivity and Nuclear Energy	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 6C, 7B, 8D
Energy Sources	1A, 2A, 2B, 2C, 2D, 3A, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 6D,

	6E, 6H
Waves	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 5A, 5B, 5D
Sound	1A, 2A, 2B, 2C, 2D, 3A, 3C, 5A, 5B, 5D, 6A
Electromagnetic Waves	1A, 2A, 2B, 2C, 2D, 3C, 3E, 5C
Light	1A, 2A, 2B, 2C, 2D, 3D, 5A, 5B, 5C, 7D
Mirrors and Lenses	1A, 2A, 2B, 2C, 2D, 3A, 3C, 3E, 5B, 7C

PHYSICS PRE-AP

Unit	TEKS
Physics Techniques	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E
Motion	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4A, 4B
Force	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4C, 4D, 4E
Work and Energy	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 5A, 5B, 5C, 5D
Systems of Particles	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 5C, 5D
Rotation	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E
Oscillations	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 6A,
Thermodynamics	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 7A, 7B
Electrostatics	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 6B, 6C, 6F
Circuits -Current	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 6E, 6F
Magnetism	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 6D, 6F
Waves	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 8A, 8B, 8C
Optics -	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 8A, 8B, 8C
Modern Physics -	1A, 1B, 2A, 2B, 2C, 2D, 2E, 2F, 3A, 3B, 3C, 3D, 3E, 9A, 9B

BIOLOGY

Unit	TEKS
Intro Safety	1A, 1B
Scientific Method	2A, 2B, 2C, 2D, 3E, 3F
The Cell Chemistry	9A, 9C
Structure / Function	3E, 4A, 4B, 5A, 5B, 5C
Homeostasis	11A, 11B, 11C
Cell Energy	9B, 9D
Cell Reproduction	5A, 5B, 5C, 10B
Genetics	3B, 3C, 3D, 3E, 3F, 6A, 6B, 6C, 6D, 6E, 6F
Change Through Time	3A, 7A, 7B
Classification	8A, 8B, 8C
Diversity of Life	4C, 4D, 11D
Plant Unit	10C, 12A, 12C, 12D, 13A, 13B
Invertebrates	10A, 10B
Vertebrates	10A, 10B
Ecology	12A, 12B, 12D, 12E

CHEMISTRY

Unit	TEKS
Intro to Chemistry, Basic Lab Safety	1A, 1B
Matter and Change	2A, 2B, 2C, 2D, 2E, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 5A, 5C, 7A
Scientific Measurement:	1A, 2B, 2C, 2D,
Problem Solving and Research	1A, 2A, 2B, 2C, 2D, 3A
Matter and Atomic Structure	4C, 4D, 6A, 6B, 8A, 8B,
Nuclear Science	6A, 6B, 9A, 9B, 9C, 9D, 11B
Metals, Nonmetals	1A, 8A, 8B, 11A, 11B, 11C
Measuring Matter	1A, 2A, 2B, 2C, 2D
Chemical Reactions	2D, 2E, 3B, 3D, 5A, 5B, 8A, 11A, 11B, 11C, 12B
Oxidation/Reduction Reactions	2A, 2D, 2E, 3C, 3D, 10A, 10B, 11B, 11C
Stoichiometry	2A, 2B, 2C, 2D, 3C, 3D, 11B, 11C
States of Matter.	2A, 2B, 2C, 2D, 2E, 3C, 3D, 4B, 5A, 5B, 5C, 7A, 8B, 8C, 11C
Thermochemistry-Heat and Chemical Change	2A, 2B, 2C, 2D, 2E, 3B, 3C, 5A, 5B, 5C, 11A, 11B, 13C, 15A, 15B,
The Behavior of Gases	2A, 2B, 2C, 2D, 3B, 3D, 3E, 4B, 4C, 7A, 7B, 11C
Electrons in Atoms	2D, 2E, 3A, 3C, 3D, 3E, 5A, 6A, 8A, 11A
Chemical Periodicity.	2A, 2B, 2D, 3C, 3D, 3E, 4D, 6C, 11A, 11C
Chemical Bonding	2A, 2B, 2D, 2E, 3B, 3D, 4C, 6A, 8A, 8B, 8C, 8D, 11B, 14B
Water, Aqueous Systems and Solutions	2A, 5A, 5C, 8B, 11B, 11C, 12B, 12C, 13A, 13B, 13C
Acids and Bases and Neutralization and Salts	11A, 11B, 12A, 12C, 13A, 14A, 14C, 14D,

MATHEMATICS

GRADE 6

Unit	TEKS
Number, operation, and quantitative reasoning	6.1.a, 6.1.b, 6.1.c, 6.1.d, 6.1.e, 6.2.a, 6.2.b, 6.2.c, 6.2.d, 6.3.a
Patterns, relationships, and algebraic thinking	6.3.b, 6.3.c, 6.4.a, 6.4.b, 6.5, 6.3-5
Underlying processes and mathematical tools	6.10a, 6.11.b, 6.11.c, 6.11.d, 6.11.a, 6.12.a, 6.12.b, 6.13.a, 6.13.b
Geometry and spatial reasoning	6.6.a, 6.7, 6.8.a, 6.8.c
Measurement	6.8.b
Probability and statistics	6.9.a, 6.9.b, 6.10.a, 6.10.b, 6.10.c, 6.10.d

GRADE 7

Unit	TEKS
Interpreting Data and Statistics	7.1A, 7.11A, 7.11B, 7.12A, 7.12B, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.14B, 7.15A, 7.15B
Application of Decimals	7.2A, 7.2B, 7.2E, 7.2G, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.14B
Algebra: Integers and Equations	7.1A, 7.2A, 7.2B, 7.2C, 7.2E, 7.2F, 7.5A, 7.5B, 7.11B, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15B
Fractions and Number Theory	7.1A, 7.1B, 7.2A, 7.2E, 7.9A, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15A, 7.15B
Applications of Fractions	7.2A, 7.2B, 7.2F, 7.2G, 7.5A, 7.9A, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15B
Using Proportions and Percents	7.1B, 7.2B, 7.2D, 7.3A, 7.3B, 7.4A, 7.6D, 7.8C, 7.13A, 7.13B, 7.13C, 7.13D, 7.14A, 7.15A, 7.15B
Investigating Geometry	7.6A, 7.6B, 7.11A, 7.13A, 7.14A, 7.15A, 7.15B
Geometry and Measurement	7.1C, 7.2A, 7.4A, 7.6B, 7.6C, 7.7A, 7.7B, 7.9A, 7.13A, 7.14A, 7.15B
Probability	7.10A, 7.10B, 7.13A, 7.14A, 7.15B
Algebra: Patterns and Functions	7.4B, 7.4C, 7.9A, 7.11A, 7.11B, 7.13A, 7.14A, 7.14B, 7.15A, 7.15B
Graphing in the Coordinate Plane	7.2D, 7.4B, 7.7A, 7.7B, 7.8C, 7.11B, 7.13A, 7.14A, 7.15B
Probability	7.2F, 7.10A, 7.10B, 7.13C
Area and Volume	7.3B, 7.4A, 7.4B, 7.8A, 7.8B, 7.8C, 7.9A
Motion Geometry	
Extending Algebra	7.2E, 7.5A
Extending Logical Reasoning	7.13A, 7.13B, 7.13C, 7.13D

GRADE 8 (PRE-ALGEBRA)

Unit	TEKS
Drawing Conclusions from Statistical Data	8.2C, 8.5A, 8.11A, 8.11C, 8.12A, 8.12B, 8.12C, 8.13A, 8.13B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.15B, 8.16A, 8.16B
Integers and Variable Expressions	8.1A, 8.1D, 8.2B, 8.2C, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Equations and Inequalities	8.1A, 8.2A, 8.2B, 8.2C, 8.8C, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Graphing in the Coordinate Plane	8.3B, 8.4A, 8.6B, 8.7B, 8.7D, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16A, 8.16B
Rational Numbers and Irrational Numbers	8.1A, 8.1B, 8.1C, 8.2B, 8.7C, 8.9A, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Applications of Proportions	8.1B, 8.2D, 8.3B, 8.6A, 8.6B, 8.7B, 8.9B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Applications of Percent	8.1B, 8.1D, 8.2C, 8.2D, 8.3B, 8.4A, 8.5A, 8.12C, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16A, 8.16B
Patterns in Geometry	8.2B, 8.2C, 8.7B, 8.8A, 8.8C, 8.13A, 8.14A, 8.14B, 8.14C,

	8.14D, 8.15A, 8.16A, 8.16B
Geometry and Measurement	8.7A, 8.7B, 8.8A, 8.8B, 8.8C, 8.10A, 8.10B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B
Functions and Polynomials	8.2C, 8.3A, 8.4A, 8.5A, 8.5B, 8.13B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.15B, 8.16A, 8.16B
Probability	8.11A, 8.11B, 8.11C, 8.13A, 8.13B, 8.14A, 8.14B, 8.14C, 8.14D, 8.15A, 8.16B

ALGEBRA I

Unit	TEKS
Linear Equations/Inequalities	1A, 1B, 1D, 1E, 2C, 3A, 3B, 4A, 4B, 7A, 7B, 7C
Using Proportional Reasoning	1A, 1B, 1D, 2B, 2D, 3A, 3B, 4B, 5B, 6G, 7A, 11B
Relations and Functions	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 4A, 4B, 5A, 5B, 5C, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C
Writing Equations of Lines	1A, 1B, 1D, 1E, 2A, 2C, 2D, 3A, 4A, 4B, 5A, 5C, 6A, 6B, 6C, 6D, 7A, 7B
Systems of Linear Equations:	2C, 3A, 8A, 8B, 8C
Inequalities & Absolute Value	1B, 1D, 2C, 3A, 7A, 7B, 7C
Polynomials	3A, 3B, 4A, 4B, 11A
Factoring Polynomials	3A, 4A, 4B, 10A
Quadratic Functions	1A, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 9A, 9B, 9C, 9D, 10A, 10B
Radicals & Exponents	1B, 1C, 1D, 1E, 2C, 3A, 3B, 5A, 11A, 11C

GEOMETRY

Unit	TEKS
Tools of Geometry	b1A, b1B, b2A, b2B, b3B, b3C, b3D, b3E, b4A, c1, d2A, d2C, e2D, e3A
Geometric Figures	b1A, b1B, b2B, b3B, b3C, b3D, b4A, c1, d1A, d1C, d2A, d2B, d2C, e2A, e2B, e2C, e3A, f1, f2, f4
Transformations: Shapes in Motion	b1A, b1B, b2A, b2B, b3B, b3D, b3E, b4A, c2, d2A, e2A, e2B, e2D, e3A, f1, f2, f4
Triangle Relationships	b1A, b1B, b2A, b2B, b3A, b3B, b3C, b3D, b3E, b4A, c1, d2A, d2B, d2C, e2A, e2B, e3A
Measuring in the Plane	b1B, b2B, b3A, b3B, b3D, b4A, c1, c2, d2A, d2C, e1A, e1B, e1C, e2B, e2C, e3A
Measuring in Space	b1A, b1B, b2B, b3B, b3D, b4A, c1, c2, d1A, d1B, d2A, e1A, e1B, e1C, e1D, e2D, e3A
Reasoning and Parallel Lines	b1A, b1B, b1C, b2A, b2B, b3A, b3B, b3C, b3D, b3E, b4A, c1, c2, d1C, e2A, e2D, e3A
Proving Triangles Congruent	b1B, b2A, b2B, b3B, b3C, b3D, b3E, c1, c2, d1C, d2B, e1A, e1B, e3B
Quadrilaterals	b1A, b1B, b2A, b2B, b3B, b3C, b3D, b3E, b4A, c1, c2, d2A, d2B, d2C, e1C, e2A, e2B, e3A, e3B

Similarity	b1B, b2A, b2B, b3B, b3D, b3E, c1, c2, c3, d2A, e1D, e2A, e2B, e2C, e3B, f1, f2, f3, f4
Right Triangle Trigonometry	b1A, b1B, b2B, b3B, b3D, b3E, b4A, c1, c2, c3, d2A, e1C, e2A, e2B, e3B, f2, f3, f4
Chords, Secants and Tangents	b1B, b2A, b2B, b3A, b3B, b3D, b3E, c1, c2, d2A, d2C, e1C, e2A, e2C, e3A, e3B, f2, f3

ALGEBRA II

Unit	TEKS
Review of Basic Algebra	b2A
Linear Equations	b1B, b2A, c1A, c1B
Systems of Linear Equations and Inequalities	b3A, b3B, b3C
Matrices and Determinants	b2A, b3A, b3B, b3C
Quadratic Equations and Parabolas	b2A, b2B, c1A, c1B, c2C, c2E, d1A, d1B, d2A, d2B, d3A, d3B, d3C, d3D, d4C, d4F
Functions	b1A, b1B, b2C, c1A, c1B, c1C, c2B, d1A, d1B, d2A, d3A, d4C
Powers, Roots, and Radicals	b1A, b1B, b2A, c1A, c1B, d4A, d4B, d4C, d4D, d4E, d4F
Exponential and Logarithmic Functions	b1A, b1B, b2A, c1A, c1B, c1C, e1, f1, f2, f3, f4
Polynomials and Polynomial Functions	b2A, b2B, d1B, d1C, d3C, d3D
Rational Functions	b1A, b1B, b2A, e1, e2, e3, e4, e5, e6
Quadratic Relations	c2A, c2B, c2C, c2D, c2E
Sequences and Series	b1B
Introduction to Probability	
Introduction to Trigonometry	

PRECALCULUS

Unit	TEKS
Relation, Functions, and Graphs	1B, 2B
Systems of Equations and Inequalities	3C
Nature of Graphs	1A, 1C, 1D, 1E, 2A, 3C
Polynomial and Rational Functions	1D, 3C
Trigonometry	3A, 3C, 3D
Graphs and Inverse of Trigonometric Functions	1A, 1D, 1E, 2A, 2B, 3A, 3C, 5D
Trigonometric Identities and Equations	1D, 2C, 3A, 3D, 5C
Vectors and Parametric Equations	2B, 3C, 5C, 5D, 6A, 6B
Advanced Functions and Graphing Polar Coordinates and Complex Numbers	1E, 2B, 5C, 6B

Conics	1D, 2A, 5A, 5B
Exponential and Logarithmic Functions	1A, 2C, 3A, 3C
Discrete Mathematics Sequences and Series	4A, 4B, 4C, 4D
Iteration and Fractals -	1D, 2B, 3C
Combinatorics and Probability	1A, 1E, 2B, 3C, 4A, 4D
Statistics and Data Analysis	
Graph Theory	1A, 1D, 2B, 2C, 3A, 3C
Introduction to Calculus Limits, Derivatives, and Integrals	1D, 1E, 2B, 3C

ENGLISH LANGUAGE ARTS AND READING

GRADE 6

Unit	TEKS
Listening/Speaking	6.2B, 6.2 F
Word Identification	6.6A, B,C
Reading Accuracy/Fluency	6.7
Variety of Text	6.8A,B, C
Vocabulary	6.9B, C, D, F, G
Comprehension	6.10 A, F, L
Literary Response/Culture	6.11, D
Text Structure/ Literacy Concepts	6.12A, B, D, F, G, H, J, K
Research/Inquiry	6.13B, C, D
Purposes	6.15
Penmanship/capitalization/punctuation	6.16
Writing/grammar/usage	6.17
Writing/process	6.18
Writing/evaluation	6.19
Inquiry/research	6.20
Connections	6.21
Viewing/representing/interpretation/analysis	6.22
	6.23

GRADE 7

Unit	TEKS
Personal Writing/Sentence Construction	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 4A, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10B, 10C, 10D, 10F, 10H, 10K, 10L, 11A, 11B, 11C, 11D, 12E, 12G, 12H, 12I, 13A, 13C, 13F, 13I, 14B, 14C, 15A, 15C, 15D, 15E, 15F, 15H, 17A, 17B, 17C, 17D, 17E, 17F, 17G, 17H, 18A, 18E, 18F, 18G,

	18H, 19A, 19B, 19C, 19D, 19E, 20A, 20C, 20F, 21A, 22A, 22B, 22C, 23B, 24A, 24C
Writing Process/Editing	2D, 2E, 4A, 5A, 5B, 5C, 5E, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10C, 10F, 10H, 10I, 10K, 10L, 11A, 11B, 11C, 11D, 12F, 12G, 12J, 13C, 13G, 15A, 15B, 15C, 15D, 15E, 15F, 15G, 15H, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 17A, 17B, 17C, 17D, 17E, 17F, 17G, 17H, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H, 18I, 19A, 19B, 19C, 19D, 21A, 22A, 23A, 24A, 24C
Descriptive Writing/Parts of Speech	1A, 1C, 1D, 2A, 2B, 2D, 2E, 2F, 3B, 4A, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10D, 10F, 10H, 10J, 10K, 10L, 11A, 11B, 11C, 12A, 12D, 12F, 12H, 12I, 13D, 15A, 15C, 15D, 15E, 15F, 15G, 15H, 16A, 16B, 16C, 16E, 16F, 16G, 17A, 17B, 17C, 17D, 17E, 17H, 18A, 18B, 18C, 18D, 18E, 18G, 18I, 19A, 19B, 19C, 19D, 19E, 20A, 20B, 20D, 21A, 21C, 22A, 22B, 22C, 23A, 23B, 23D
Resources-Library, Reference & Electronic	1A, 1C, 1D, 4A, 4B, 5A, 5B, 5E, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 15A, 15C, 16D, 16E, 16G, 17C, 18A, 18E, 18I, 20A, 20B, 20C, 20D, 20E, 20F, 20G, 21A, 22B, 24A, 24B
Expository Writing	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10A, 10F, 10H, 10K, 10L, 11B, 11C, 12D, 12E, 12F, 12G, 12H, 12J, 13C, 13F, 13I, 14A, 15A, 15B, 15C, 15E, 15F, 15H, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H, 19A, 19B, 19C, 19D, 20A, 20B, 20C, 20D, 20E, 20F, 20G, 21A, 21C, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 24A
Persuasive Writing	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 4A, 4C, 5A, 5B, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9E, 9F, 9G, 10C, 10E, 10F, 10I, 10K, 10L, 11B, 11C, 11D, 12A, 12B, 12D, 12E, 12G, 13C, 14C, 15A, 15B, 15C, 15D, 15E, 15F, 15G, 18G, 18H, 18I, 19A, 19B, 19C, 19E, 20A, 20B, 20C, 20D, 20E, 21A, 21B, 21C, 22A, 22B, 23A, 23B, 23C, 23D, 24A, 24C
Narrative Writing	1A, 1B, 1D, 2A, 2B, 2C, 2D, 2E, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 10D, 10E, 10H, 10K, 10L, 11A, 11B, 11C, 11D, 12G, 12H, 12J, 12K, 13C, 15A, 15C, 15D, 15E, 15F, 15G, 15H, 16B, 17A, 17C, 17D, 17F, 17G, 17H, 18A, 18B, 18C, 18D, 18E, 18F, 18G, 18H, 19A, 19B, 19C, 19D, 19E, 20A, 20B, 20C, 20D, 20F, 21A, 22A, 22B, 23A, 23C, 24A, 24B
Listening/Viewing/ Analyzing/Speaking/ Research	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 3B, 4A, 4C, 5A, 5B, 5C, 5D, 5E, 5F, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 9C, 9D, 9E, 9G, 10C, 10E, 10G, 10H, 10K, 10L, 11A, 11B, 11C, 11D, 12E, 12F, 12G, 12I, 12J, 13C, 13E, 13F, 13I, 15A, 15B, 15E, 15F, 15H, 16C, 18A, 18B, 18C, 18D, 18E, 18F, 18H, 18I, 19A, 20A, 20B, 20C, 20D, 20E, 20F,

	20G, 21A, 21B, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 24A, 24B, 24C
Business and Technical Writing	2D, 2E, 4A, 5A, 5B, 5C, 5D, 8D, 15A, 15B, 15C, 15E, 15F, 15G, 15H, 16A, 16B, 16C, 16D, 16F, 17A, 17B, 17C, 18A, 18D, 18F, 18G, 19D, 20A, 20D, 21A, 22A, 23A, 23C, 24A, 24B, 24C

GRADE 8

Unit	TEKS
Writing Process/Sentence Types/Nouns/ Mechanics/Narrative Writing/Pronouns/ Verbs/Diagramming/Literature/ Vocabulary/Spelling	8.1A, 8.1B, 8.1C, 8.1D, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.13A, 8.13B, 8.13C, 8.13D, 8.13E, 8.13F, 8.13G, 8.13H, 8.13I, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.21B, 8.21C, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C
Persuasive Writing; Conjunctions; Prepositions; Interjections; Complex Sentences; Literature; Vocabulary; Spelling; Benchmark Writing	8.1A, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.13A, 8.13B, 8.13C, 8.13D, 8.13E, 8.13F, 8.13G, 8.13H, 8.13I, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C
Descriptive writing; Personal writing; Literature; Vocabulary; Spelling; Benchmark Writing.	8.1A, 8.1B, 8.1C, 8.1D, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G,

	8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.21B, 8.21C, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C
Expository Wart/Verbs/Lit/EOC/ Spell	8.1A, 8.1B, 8.1C, 8.1D, 8.2A, 8.2B, 8.2C, 8.2D, 8.2E, 8.2F, 8.3A, 8.3B, 8.3C, 8.4A, 8.4B, 8.4C, 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5F, 8.6A, 8.6B, 8.6C, 8.7A, 8.7B, 8.7C, 8.7D, 8.7E, 8.8A, 8.8B, 8.8C, 8.8D, 8.9A, 8.9B, 8.9C, 8.9D, 8.9E, 8.9F, 8.9G, 8.10A, 8.10B, 8.10C, 8.10D, 8.10E, 8.10F, 8.10G, 8.10H, 8.10I, 8.10J, 8.10K, 8.10L, 8.10M, 8.11A, 8.11B, 8.11C, 8.11D, 8.12A, 8.12B, 8.12C, 8.12D, 8.12E, 8.12F, 8.12G, 8.12H, 8.12I, 8.12J, 8.12K, 8.13A, 8.13B, 8.13C, 8.13D, 8.13E, 8.13F, 8.13G, 8.13H, 8.13I, 8.14A, 8.14B, 8.14C, 8.15A, 8.15B, 8.15C, 8.15D, 8.15E, 8.15F, 8.15G, 8.15H, 8.16A, 8.16B, 8.16C, 8.16D, 8.16E, 8.16F, 8.16G, 8.17A, 8.17B, 8.17C, 8.17D, 8.17E, 8.17F, 8.17G, 8.17H, 8.18A, 8.18B, 8.18C, 8.18D, 8.18E, 8.18F, 8.18G, 8.18H, 8.18I, 8.19A, 8.19B, 8.19C, 8.19D, 8.19E, 8.20A, 8.20B, 8.20C, 8.20D, 8.20E, 8.20F, 8.20G, 8.21A, 8.21B, 8.21C, 8.22A, 8.22B, 8.22C, 8.23A, 8.23B, 8.23C, 8.23D, 8.24A, 8.24B, 8.24C

ENGLISH I

Unit	TEKS
Diagnostic Testing	
Parts of Speech	1A, 2B, 2C, 3B, 3D, 5A
Sentence Structure	1A, 2C, 3B, 3C, 3D, 5A, 5B
Vocabulary	6A, 6B, 6C, 6D, 6E, 6F
Elements of the Short Story/Literary Devices/Literary Analysis	1A, 1B, 1C, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 5B, 6A, 6B, 6C, 6D, 6E, 6F, 7A, 7C, 7D, 7E, 7H, 7I, 7J, 8A, 10A, 10B, 11B, 11C, 11D, 11E, 11F, 11G, 11H, 12A, 12B, 12C, 12D, 13A, 13B, 13C, 13D, 13E, 14A, 14B, 14C, 14D, 15B, 15D, 16A, 16B, 16C, 16D, 16E, 16F, 17B, 17D, 18A, 18B, 19A, 19B, 21B, 21D
Outside Reading	7A, 7B, 7G, 7J, 8A, 8D, 9A, 9B
Personal Essays	1A, 1B, 1C, 2A, 4A, 4B, 5A, 5B
Creative Writing/Journals	1A, 1B, 1C, 2A, 4A, 4B, 5A, 5B
Using Modifiers	1A, 2C, 3B, 5A
Using Phrases and Clauses	1A, 2B, 2C, 3A, 3B, 3C, 3D, 5A
Romeo and Juliet/Drama/Literary	1A, 1B, 2C, 3A, 3B, 4A, 4B, 4D, 4E, 5A, 6B, 6D, 6E, 6F, 7B,

Devices/Literary Analysis	7E, 7H, 8A, 8B, 9A, 10B, 11A, 11B, 11C, 11G, 11H, 12C, 13E, 14B, 14C, 14D, 15A, 15D, 16B, 16D, 16E, 16F, 17D, 18A, 18B, 19A, 19B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D
Elements of Poetry/Literary Devices/Literary Analysis	1A, 1B, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 6C, 6F, 7D, 7H, 7I, 8A, 10A, 11A, 11C, 11G, 11H, 12A, 12C, 13B, 13C, 13E, 14A, 14D, 15A, 15B, 15D, 16A, 16B, 16D, 16E, 16F, 18A, 18B, 19A, 19B
Persuasive Writing	1A, 1B, 1C, 2A, 2B, 2C, 4G, 5A, 21E
Subject-Verb Agreement	1A, 2C, 3B, 3D, 5A
Punctuation	1A, 2C, 3A, 3B, 3D, 5A
Capitalization	1A, 3A, 3B, 3D, 5A
The Novel/Literary Devices/Literary Analysis	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 8A, 8C, 9A, 9B, 10B, 11A, 11B, 11C, 11D, 11E, 11F, 11G, 11H, 12A, 12C, 13E, 14B, 15B, 16A, 16B, 16D, 16E, 16F, 18A
Narrative Writing (Personal Narrative)	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 3D, 5A, 5B, 16D, 17D
Active and Passive Voice	1A, 1B, 1C, 2B, 2C, 3B, 5A, 16F
The Odyssey/Mythology/Literary Devices/Literary Analysis	1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 4D, 4E, 5A, 6A, 6B, 6D, 6E, 6F, 7A, 7C, 7D, 7H, 7I, 8A, 10A, 10C, 11A, 11B, 11D, 11H, 13B, 13C, 14A, 15C, 16A, 16B, 16C, 16D, 16F, 17A, 17B, 17D, 18A, 18B, 19A, 19B, 20B
Research Process	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 4C, 4E, 4F, 5A, 5B, 7E, 7I, 8A, 13A, 13B, 13D, 13E, 15E, 16B, 16C, 16D, 17C, 19C, 20A

ENGLISH II

Unit	TEKS
Vocabulary	6A, 6B, 6C, 6D, 6E, 6F, 6G
Daily Oral Language/ Daily Language Skillbuilder	2A, 3B, 5A, 5B
Journal Writing	1A, 1B, 1C, 2A
Nonfiction/Literary Analysis/Critical Reading	1A, 1B, 2C, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 4F, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 9A, 10A, 10B, 10C, 11B, 11E, 11F, 12A, 12B, 13D, 15A, 15D, 15E, 16B, 16C, 16D, 16E, 16F, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 21B, 21C, 21D
Expository Writing	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4B, 4E, 4F, 4G, 5A, 5B, 15A, 15C, 15E, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 20C, 21B, 21D
Reading and Writing Personal Essays	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 5A, 5B, 6B, 6C, 6D, 6E, 6G, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 10A, 10B, 10C, 11B, 11E, 11F, 12A, 13D, 15A, 15B, 15D, 16A, 16B, 16C, 17A, 17B, 17D, 17F, 18C, 19A, 19B, 19C, 20A, 20B, 20D, 21A, 21B, 21D
Novel/Literary Analysis/Critical	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 4A, 4B, 4C,

Reading	4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 14B, 15B, 16A, 16B, 16D, 16E, 16F, 18A
Sentence Construction/Sentence Conciseness	1A, 2C, 2D, 3A, 3B, 3C, 3D, 5A, 5B
Test Taking Strategies	2A, 2B, 2C, 3A, 3B, 3D, 4A, 4D, 4E, 4F, 5A, 16F
Research Project	1A, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3D, 4B, 4D, 4E, 4F, 4G, 5A, 5B, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 15A, 20E, 20F, 21E
Short Story/Literary Analysis/Critical Reading	1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 4E, 4F, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7C, 7D, 7E, 7G, 7H, 8A, 8B, 8D, 9A, 10A, 10B, 10C, 11B, 11C, 11F, 12C, 13A, 13B, 13D, 13E, 14A, 14B, 15A, 15B, 15C, 15D, 16A, 16B, 16C, 16D, 16E, 16F, 17A, 17C, 17D, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 20A, 20B, 21B, 21C, 21D
Arthurian Legends/ Mythology	1A, 1B, 1C, 2C, 3A, 3B, 4A, 4B, 4C, 4E, 4F, 6B, 6C, 6E, 6G, 7A, 7D, 7F, 7G, 7H, 8A, 8B, 10A, 10B, 10C, 11A, 11E, 11F, 12A, 14A, 14B, 15A, 15C, 15D, 16A, 16C, 16D, 16E, 17D, 17F, 18A, 18B, 18C, 19A, 19B, 20B, 21B, 21C, 21D
Persuasive Essay	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3D, 4A, 4E, 5A, 5B, 15A, 15C, 16C, 17F, 21B, 21D
Phrases/Clauses	1A, 1C, 2B, 2C, 3A, 3B, 3C, 3D, 5A
Compound/Complex Sentences	1A, 2B, 2C, 3A, 3B, 5A
Basic Punctuation	1A, 2C, 2E, 3A, 3D, 5A
Poetry/Literary Analysis/Critical Reading	1A, 1C, 2A, 2C, 3A, 3B, 4B, 4C, 4E, 6D, 6E, 6G, 7C, 7D, 7E, 7G, 7H, 8A, 8B, 10A, 10B, 11A, 11D, 11E, 11F, 12A, 13B, 13D, 14A, 14B, 15A, 15B, 15D, 16A, 16B, 16C, 16D, 16E, 16F, 17A, 17B, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 21B, 21C
Julius Caesar/Literary Analysis/Critical Reading	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 4A, 4B, 4C, 4D, 4E, 5A, 5B, 6C, 6D, 6E, 7C, 7D, 7E, 7F, 7H, 7I, 8A, 10A, 10B, 10C, 11D, 11F, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 14B, 15A, 15B, 15D, 16A, 16B, 16D, 16F, 17A, 17C, 17D, 17E, 18A, 18B, 18C, 19A, 21B, 21C
Speech Presentation Skills	1A, 14A, 14B, 15A, 15C, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Spelling	3A, 3B, 3C, 3D, 5A
Verbals	1A, 1C, 2B, 2C, 3A, 3B, 3C, 3D, 5A

ENGLISH III

Unit	TEKS
Composition: The writing process	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 7H, 12A, 12B, 12C
Composition: Informal essay Reflective essay	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B

Group writing analysis (Peer editing)	14A, 14B, 14C, 14D, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Writing workshops	3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B
Grammar: Review of parts of sentence Using phrases-- verbal phrases	3A, 3B, 3C, 3D, 3E
Vocabulary: SAT review Wordskills,	6A, 6B, 6C, 6D, 6E, 6F, 6G
Literature: Native American Traditions, Accounts of Exploration and Exploitations	6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 13B, 13C, 13D, 13E, 14A, 14B, 14C, 14D, 14E
Literature: The Puritan Tradition Anne Bradstreet's poetry William Bradford, William Byrd, John	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C
Outside reading Book reports, oral presentations, visual representations, powerpoint, literature circles, etc.	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E
Composition: Comparison and contrast	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 7E
Grammar: Dangling and misplaced modifiers, active-passive voice, shifts in point of view, parallelism	3A, 3B, 3C, 3D, 3E
Grammar: Using modifiers, Capitalization, End marks and commas	3A, 3B, 3C, 3D, 3E
Vocabulary: SAT analogies Wordskills	6A, 6B, 6C, 6D, 6E, 6F, 6G
Literature: The Right to Be Free Patrick Henry, Thomas Paine, Thomas Jefferson, Benjamin Franklin	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Literature: The Revolutionary Period Franklin, from "Autobiography" Patrick Henry, "Speech to Virginia Convention	1A, 1B, 1C, 7H, 8C, 9A, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12C
Literature: The Spirit of Individualism: Celebrations of the Self. The Dark Side of Individualism	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Romanticism Irving, "The Devil and Tom Walker" -- irony and humor Bryant, "Thanatopsis" -- poetic devices, figurative language, theme, and symbolism	7H, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 14A, 14B, 14C, 14D, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Transcendentalism: Hawthorne, Thoreau, Emerson The Night Thoreau Spent in Jail (a play)-- read aloud in class	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C

The Scarlet Letter Theme, symbolism, characterization, language, stylistic devices, vocabulary	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 18A, 18B, 18C, 19A, 19B, 19C, 20B, 20D
Research paper	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 13A, 13B, 13C, 13D, 13E
Composition: Persuasive essay, Business writing	1A, 1B, 1C, 12C
Grammar: Fragments and run-on sentences Sentence length and variety	3A, 3B, 3C, 3D, 3E
Literature: Conflict and Expansion Mark Twain, Stephen Crane, Walt Whitman, Bret Harte, Ambrose Bierce, Abraham Lincoln, Frederick Douglas	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Mark Twain, The Adventures of Huckleberry Finn Introduction to realism and naturalism Elements of the novel, humor and satire Movie, Huck Finn In-class essay	1A, 1B, 1C, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F
Composition: Short story writing	3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 5B
Literature: The Modern Age Elements of poetry and the short story	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Literature: War Abroad and Conflict at Home	1A, 1B, 1C, 5A, 5B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8C, 8D, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 17A, 17B, 17C, 17D, 17E, 17F, 18A, 18B, 18C
Vocabulary: SAT, ACT practice skills Wordskills	6A, 6B, 6C, 6D, 6E, 6F, 6G

ENGLISH IV

Unit	TEKS
Effective introductions and conclusions	2B, 2C
Vocabulary SAT analogies	7A, 7B, 7C, 7D, 7E, 7F, 7G
Hamlet optional play to MacBeth or as extended assignment	12A, 12B, 12C, 12D, 12E, 15A, 15C, 15E, 18A, 18B, 18D, 19A, 19B, 19C, 20B, 20D
The literary essay Tone, audience, point of view, diction, figurative language, verb tense	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4H, 7F, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13A, 13B
History of English language	7D, 7E, 8A, 8B, 8C, 8D
Grammar: Sentence fragments and run-on sentences Sentence conciseness and variety	3A, 3B, 3C, 3D, 3E

Composition options: Persuasive essay or speech Problem-solving for critical thinking Motivational techniques Political speeches Propaganda pamphlets Reasoning techniques	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 8A, 8B, 8D, 8E, 8G, 9B, 11B, 13A, 13B, 13C, 13D, 13E, 13F, 14A, 14B, 14F, 14G, 15A, 15B, 15C, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 17A, 17B, 17C, 17D, 17E, 17F, 17H, 18A, 18B, 18C, 18D
Clauses Independent clauses	2F, 3C
The Research Paper Locating and organizing material, taking notes, outlining, writing first draft, revision techniques, writing final draft, using parenthetical documentation, works cited	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5A, 5B, 5C, 5D, 6A, 6B, 6C, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 9B, 9C, 9D, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 14A, 14B, 14C, 14D, 14E, 14F, 14G, 15A, 15E, 16A, 16B, 16H, 17G, 21B, 21C, 21E
Parallel structure in writing Coordinate form Comparison and contrast Correlative form	3B
Metaphysical poetry of John Donne Sonnet form "Valediction: Forbidding Mourning" metaphysical conceit "Meditation XVII": analysis and in class essay	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 7A, 7B, 7D, 7E, 8A, 8B, 8E, 8G, 8H, 8I, 9C, 10A, 10C, 11B, 11D, 12A, 12E, 12F, 12G, 13C, 13E, 14B, 14F
Active and passive voice	1C, 2A
John Milton's Paradise Lost	1B, 2B, 2E, 3B, 4A, 4B, 4D, 4H, 5A, 7B, 7C, 7E, 8C, 8D, 8H, 9A, 9B, 11B, 12G, 15C, 15E, 16B, 16F, 17G, 18D, 19A, 19B, 20A
Anglo-Saxon Period	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4G, 4H, 6A, 7A, 7B, 7E, 7F, 7G, 8B, 8D, 8F, 8G, 8H, 8I, 9C, 10A, 10B, 10C, 11B, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 14B, 14C, 15A, 15B, 15C, 15D, 15E, 16F, 17G, 18D
The Restoration and Enlightenment Non-fiction	1B, 1C, 1D, 2A, 2B, 2C, 2E, 2F, 2H, 4B, 4D, 4H, 7A, 7F, 8A, 8D, 8G, 8H, 10C, 11B, 11D, 12A, 12E, 12G, 13B, 13D, 13E, 13F, 14D, 15E, 19A, 19B
Early Medieval Period Historical background Ballads - elements and form	1A, 1B, 1C, 1D, 1F, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 4G, 4H, 7A, 7C, 7D, 7E, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 9A, 9C, 10A, 10B, 10C, 11A, 11B, 11D, 12A, 12C, 12D, 12E, 12F, 12G, 13B, 13D, 13F, 14B, 16A, 16B, 16C, 16D, 16F, 17F, 17G, 18D, 19A, 19B, 20B, 21A, 21B, 21C, 21D, 21E
Jonathan Swift: Elements of satire, humor and irony "A Modest Proposal" <i>Gulliver's Travels</i> (excerpt and movie)	1A, 1B, 1C, 1F, 2C, 3B, 3C, 4B, 4H, 7A, 7E, 8A, 8B, 8D, 8E, 8F, 8G, 8H, 8I, 9A, 9C, 10A, 10C, 11A, 11B, 11D, 12A, 12E, 12F, 12G, 13E, 13F, 14B, 14F, 16A, 17F, 17G, 19A, 19B, 20B
Later Medieval Period Introduction to satire History of Middle English	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 4C, 4G, 4H, 7A, 7B, 7C, 7D, 7E, 8A, 8B, 8D, 8E, 8F, 8G, 8I, 9A, 9C, 10A, 10C, 11A, 11B, 11D, 12A, 12C, 12D, 12F, 12G, 13C, 13D, 13E, 14B, 14F, 14G, 15A, 15C, 16A, 16E, 16F, 16H, 17G, 18B, 19A, 19B, 20B
Novel or Play unit	8F, 8G, 8H, 8I, 9A, 9B, 9C, 9D, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13A, 13B, 13C, 13D, 13E, 13F, 15A, 15B, 15C, 15D, 15E, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 18A, 18B, 18C, 18D

Renaissance	1A, 1C, 1D, 1E, 1F, 2B, 2C, 2D, 2E, 2F, 3B, 7A, 7B, 7E, 7F, 8A, 8B, 8C, 8G, 8H, 8I, 9A, 9B, 9C, 9D, 10A, 10C, 11A, 11B, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13D, 13F, 14B, 16A, 17A, 17B, 17C, 17D, 17F, 17G, 18C, 19A, 19B, 20A, 20B, 21B, 21C
Romanticism and Gothic Fiction	1A, 1B, 1C, 1D, 1E, 1F, 2C, 3B, 4A, 4B, 4D, 4H, 5C, 6C, 7A, 7B, 7C, 7E, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 9A, 9C, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 12A, 12B, 12C, 12D, 12E, 12F, 12G, 13F, 14A, 14B, 14C, 14D, 14F, 15A, 15B, 15C, 15D, 15E, 16A, 16C, 16F, 17G, 18D, 19A, 19B, 20A, 20B
Writing the college application essay	1A, 1B, 1C, 1E, 1F, 2A, 2B, 2C, 2E, 2F, 2G, 3A, 3B, 3C, 3D, 4A, 4B, 4D, 4E, 4H, 5B, 6A, 6B, 6C
The Victorian Period	1B, 1C, 3A, 3B, 4A, 4B, 4D, 4H, 8A, 8D, 8G, 8H, 12A, 12E, 12G, 13F, 15A, 15B, 15E, 16B, 16D, 16E, 16F, 17G, 17H, 19A
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Exploring the Communication Process	1A, 1B, 1C, 1D, 1E, 1F, 1I, 1J, 1K, 2A, 2B, 2E, 2F, 2G, 2H, 3D, 3E, 4A, 4B, 4C, 4D, 4E, 4G, 4H, 4I, 4K
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Understanding Nonverbal Communication	1B, 1C, 1E, 1F, 1G, 1I, 1J, 1K, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 3D, 3E, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N
Toward Effective Listening	1A, 1C, 1E, 1F, 1G, 1H, 1I, 1J, 1K, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 3D, 3E, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4M
Building Effective Interpersonal	1A, 1B, 1C, 1F, 1G, 1H, 1J, 1K, 2A, 2B, 2C, 2D, 2E, 2F, 2G,

Relationships	2H, 2I, 3B, 3C, 3D, 3E, 3H, 3I, 4A, 4C, 4D, 4E, 4F, 4H, 4G, 4I, 4J, 4K, 4L, 4M
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Understanding the Nature of Groups	1A, 1B, 1C, 1E, 1F, 1I, 1K, 2A, 2B, 2C, 2F, 2G, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 3J, 3K, 3N 4B, 4C, 4D, 4I, 4J, 4K, 4L, 4M, 4N
Making Groups Work	1A, 1C, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C, 2D, 2E, 2F, 2I, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 4A, 4D, 4J, 4K, 4L, 4M, 4N
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Preparing for Professional Presentations	1A, 1B, 1C, 1I, 1J, 2B, 2G, 2I, 3D, 3E, 3I, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N
Organizing Presentations	1E, 1F, 1I, 2B, 2E, 2F, 2G, 2I, 3D, 3E, 3G, 3H, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N
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SOCIAL STUDIES

GRADE 6

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South America	3A, 7A, 21B, 21C, 22A, 22D, 3B, 5A, 9A, 21C, 3A, 4B, 4D, 5A, 21B, 21C, 22A, 22D, 3B, 4D, 5A, 9A, 21C
Australia, Oceania, and Antarctica	3A, 16A, 21B, 21C, 22A, 22D, 4D, 5A, 6A, 6B, 6C, 8B, 9A, 18A, 3A, 4D, 5A, 8B, 9A, 21B, 21C, 22A, 22D, 1A, 3B, 4D, 5A, 15D, 21C, 22A

GRADE 7 (TEXAS HISTORY)

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Texas Christmas Traditions and Their Cultural Origin	7.19A, 7.19B, 7.22A, 7.22B, 7.22C, 7.22D
Texas Revolution	7.2D, 7.2E, 7.2F, 7.3A, 7.3B, 7.21A, 7.21B, 7.21C, 7.21D, 7.21E, 7.21F, 7.21G, 7.21H, 7.22A, 7.22B, 7.22C, 7.22D, 7.23A, 7.23B
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GRADE 8 (U.S. HISTORY)

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European Exploration	8.2A
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French and Indian War	8.4A
The American Revolution	8.1C, 8.4A, 8.4B, 8.4C, 8.16A, 8.16C
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Today	8C, 8D, 10C, 11B, 11C, 12A, 12B, 12C, 14A, 14B, 14C, 15A, 15C, 16A, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural and Europe Today	1A, 1B, 2A, 3A, 5A, 5B, 6A, 6B, 7B, 8A, 8B, 8D, 9B, 10A, 10B, 11B, 12A, 12B, 12C, 14A, 14B, 14C, 15A, 15C, 16B, 16C, 17A, 18A, 18C, 18D, 19A, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural and Russia Today	1A, 2A, 3B, 4A, 4C, 5A, 5B, 6B, 7C, 8A, 8B, 8D, 9A, 10A, 10B, 10C, 11A, 11B, 12B, 12C, 14A, 14B, 14C, 15A, 15C, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 19B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Physical, Cultural, and Africa Today	1A, 1B, 2A, 3B, 4B, 4C, 5A, 5B, 6B, 7B, 7C, 7D, 8A, 8B, 8D, 9A, 10B, 10C, 11A, 11B, 11C, 12A, 12B, 12C, 14B, 14C, 15A, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
South Asia Physical, Cultural of South Asia Today	1A, 2A, 2B, 3B, 4A, 4C, 5A, 5B, 6B, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10C, 11B, 12B, 12C, 14A, 14C, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
East Asia Physical, Cultural and East Asia Today	1A, 2A, 2B, 3B, 4B, 4C, 5A, 5B, 6B, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 12B, 14A, 14C, 15A, 15C, 16A, 16B, 16C, 17A, 17B, 18A, 18C, 19B, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
South East Asia	1A, 2A, 2B, 3B, 4B, 5A, 5B, 6B, 7B, 8A, 8B, 8C, 8D, 9B, 10C, 11A, 11B, 11C, 12B, 14C, 16B, 16C, 17A, 17B, 18A, 18C, 19B, 20B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D
Australia, Antarctica and Oceania	1A, 2A, 2B, 3B, 4A, 4B, 4C, 5A, 5B, 6A, 6B, 7B, 8A, 8B, 8C, 8D, 9B, 10C, 11A, 11B, 12A, 14A, 14C, 16B, 16C, 17A, 17B, 18A, 18B, 18C, 18D, 19B, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 23A, 23B, 23C, 23D

WORLD HISTORY

Unit	TEKS
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The Medieval World Part A	1B, 3C, 16B, 19A, 19B, 23B
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Americas	
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U.S. HISTORY SINCE RECONSTRUCTION

Unit	TEKS
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The Civil Rights Movement	7A, 7B, 7C, 7D, 17A, 21A
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GOVERNMENT

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Theories & Form of Govt.: Principles of Govt. Origins of American Govt.	1A, 1B, 2A, 2B, 4A, 5A, 5B, 8A, 13A, 13B, 13C, 14A, 15D
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Unit	TEKS
Introduction to Economics	1A, 1B, 3A, 3B, 4A, 4B, 5A, 5B, 6A, 6B, 10A, 10B, 19A, 19D
Supply & Demand	7A, 7B, 23A, 23B, 23C, 23D, 23E, 23F, 23G, 26A, 26B, 26C, 26D
International Trade	12A, 12B, 13A, 13B, 13C, 13D, 14A, 14B
The Stock Market	11B, 11C, 27A
Money & Banking	8A, 8B, 11A, 11B
Federal Reserve System	18A, 18B
Government & the Economy	2A, 2B, 2C, 2D, 15A, 15B, 16A, 16B, 17A, 17B, 17C, 20A, 20B, 27B
Business and Labor	9A, 9B, 9C, 19B, 19C, 21A, 21B, 22A, 22B, 24A, 24B, 24C, 24D, 25A, 25B

TECHNOLOGY APPLICATIONS

COMPUTER LITERACY - GRADE 6 AND 7

Unit	TEKS
Introduction to Computers	1A, 1B, 1C, 1E, 1F, 1G, 1H, 2A, 2B, 2C, 3A, 3B, 5A, 5C, 7A
Keyboarding	2B, 2D, 2C, 2E, 2F
Word Processing	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2D, 2E, 5A, 5B, 5C, 7A, 7B, 7C, 7G, 7I, 7J, 8C, 8E, 9A, 10A, 10D, 11A, 12C, 12D
Desktop Publishing	1A, 1C, 1D, 1E, 1F, 2A, 2D, 5A, 5C, 7E, 7F, 7J, 8C, 10A, 10D, 11A, 12C, 12D
Spreadsheet	1A, 1C, 1E, 1F, 5C, 7B, 7J, 8C, 8D, 8E, 10C, 10D, 10E, 12C, 12D
Internet Research	1A, 1C, 1D, 1E, 1H, 1I, 3A, 3B, 3C, 3D, 3E, 4A, 4B, 5C, 6A, 6B, 6C, 7H, 8A, 8B, 8C, 8E, 9B, 11C
Electronic Mail	8A
Database and CD-ROM Encyclopedia	1A, 1C, 1E, 1F, 4B, 5B, 5C, 6A, 6B, 6C, 7C, 7G, 7H, 7J, 8C, 8E, 9B, 10A, 10D, 10B, 12A, 12C, 12D
Ethics.	1A, 1C, 1F, 3A, 3B, 3C, 3D, 7I, 7J, 8C, 8E, 9A, 10A, 10D, 12D
Multimedia Presentations.	1A, 1C, 1E, 1F, 2A, 2D, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 6A, 6B, 6C, 7D, 7J, 8C, 8D, 8E, 9A, 9B, 10A, 10B, 10D, 10E,

	11A, 11B, 12A, 12B, 12C, 12D
Internet Publishing.	7J, 8C, 8E, 10A, 10D, 11A, 11B, 11C, 12C, 12D
Self-Assessment.	1A, 1C, 1F, 3D, 3E, 7I, 7J, 8C, 8E, 9A, 10A, 10D, 11A, 11B, 11C, 12B, 12C, 12D

KEYBOARDING - MIDDLE SCHOOL

Unit	TEKS
Keyboarding Basics.	1A 1B 1C
Alphabetic Keys.	1A 1B 1C 1F 2E 2F 2H
Word Processing Formatting.	1A 1B 1C 1F 2E 2F 2H
Capitalization, Punctuation and Number Expression Skills.	1A 1B 1C 1D 1F 2E 2F 2G 2H
Word Processing Editing.	1A 1B 1C 1F 2E 2F 2G 2H
Correspondence.	1A 1B 1C 1F 2A 2B 2E 2F 2G 2H
Numeric Keys.	1A 1B 1D 2E 2F 2H
Symbol Keys.	1A 1B 1D 2E 2F 2H
Word Processing Composition.	1A 1B 1C 1F 2E 2F 2G 2H
Reports.	1A 1B 1C 1F 2C 2E 2F 2G 2H
Outlining.	1A 1B 1C 1F 2D 2E 2F 2H
Ten Key Numeric Keypad.	1A 1B 1E 1F 2E 2F 2H

COMPUTER SCIENCE I

Unit	TEKS
Parts of the computer	1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A
Operating systems and software applications	1A, 1E, 1F, 3D, 4A, 4B
Copyright laws and computer ethics.	3A, 3B, 4A, 4B
Protecting computer systems against viruses and tampering.	3A, 3B, 3C, 4A, 4B
Demonstrate how to save, retrieve, and share resources across the LAN	1A, 4A, 4B
Visual Basic	5B, 7A, 7G, 8B, 11A
Controls and how to place, size and name them properly.	5B, 7A, 7G, 8B, 11A
Examine Labels, Buttons, and Text Boxes and their more common properties.	5B, 7A, 7G, 8B, 11A, 9B, 9C, 9D, 10A, 12C
Add code to controls on the screen. Use the assignment statement.	1G, 2A, 2B, 7A, 8B, 9B, 9C, 9D, 10A, 12C
VB datatypes and how to declare using the DIM statement.	1G, 2A, 2B, 7A, 8B, 9B, 9C, 9D, 10A, 12C
Message boxes and return values.	2A, 2B, 7G, 11A, 9B, 9C, 9D, 10A, 12C
Input Boxes and the use of their error	2A, 2B, 7G, 11A, 9B, 9C, 9D, 10A, 12C

codes.	
IF...THEN statement.	1G, 2A, 2B, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
SELECT...CASE statement and its advantages over the IF...THEN statement.	1G, 2A, 2B, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Compound if statement using AND and OR.	1G, 2A, 2B, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Do Loop and its uses.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
For...Next Loop and its use as a fixed iteration loop.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Do Until loop and its uses.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Do...Loop While statement and its uses.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
Frame, Check Box and the Option Button.	1G, 2A, 2B, 7C, 7F, 7I, 7J, 9B, 9C, 9D, 10A, 12C
List boxes and how to add, remove and access items from them	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C, 11A
Combo boxes and how to add, remove and access elements in them.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 11A, 12C
Arrays as an data structure.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C, 11A
Demonstrate adding elements to an array at runtime.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C, 11A
Searching an array of elements for a desired item.	5B, 5C, 7G, 9B, 9C, 9D, 10A, 12C
Making user defined functions.	1G, 2A, 2B, 5C, 6A, 7A, 7H, 7J, 7I, 8B, 9B, 9C, 9D, 10A, 12C
User-Defined data Types.UDT (A.K.A.- structures).	1G, 2A, 2B, 5C, 6A, 7A, 7H, 7J, 7I, 8B, 9B, 9C, 9D, 10A, 12C
Data base file creation.	1G, 4A, 4B, 5B, 5C, 6A, 7A, 7E, 7J, 7I, 7K, 9B, 9C, 9D, 10A, 12C
How to sort information in an array of structures	1G, 2A, 2B, 4A, 4B, 5B, 5C, 6A, 7A, 7E, 7J, 7I, 7K, 7H, 8B, 9B, 9C, 9D, 10A, 12C
Searching a database for selected data.	1G, 2A, 2B, 4A, 4B, 5B, 5C, 6A, 7A, 7E, 7J, 7I, 7K, 7H, 8B, 9B, 9C, 9D, 10A, 12C
Timer Control.	7F, 7G, 9B, 9C, 9D, 10A, 12C
Shape control and how to use timers to animate them.	7F, 7G, 5A, 5B, 9B, 9C, 9D, 10A, 12C
Creating interactive animations.	1G, 2A, 2B, 5A, 5B, 5C, 6A, 7A, 7F, 7G, 7H, 7J, 7I, 8B, 9B, 9C, 9D, 10A, 12C
Sending output to printer using the .print command.	1G, 7A, 11A, 9B, 9C, 9D, 10A, 12C
Dialog Box and how to use it to open and close files.	1G, 11A, 9B, 9C, 9D, 10A, 12C
Final Project: Use all concepts learned.	1G, 2A, 2B, 6B, 4A, 5B, 7A, 7B, 7C, 7D, 7G, 7E, 8A, 8B, 8C, 8D, 9A, 9C, 9E, 9D, 10A, 10B, 11B, 12A, 12B
How to add OLE into a program.	1G, 2A, 2B, 9B, 9C, 9D, 10A, 12C

COMPUTER SCIENCE II

Unit	TEKS
Architecture of the computer system.	7J
Benefits of C++ and how it's different from earlier languages.	1A, 5A, 5B
Top-Down design, Six steps to good programming habits.	1C, 6A, 9C, 9D
Demonstrate how to write an algorithm.	6A, 6D
Software life cycle and how OOP helps to extend the life.	1A, 1C, 6A, 9D, 12B
Basic programming components.	1B, 2A, 2B
Data types; int, double, char and strings	1B, 2A, 2B, 12A
Math operators; +, -, *, /, % for integers and reals.	1B, 2A, 2B
Variables; rules, assignment, memory location, expressions, and compound assignments.	1B, 2A, 2B
Interactive programming using the cin statement	1B, 2A, 2B
String variables using apstring.h in conjunction with cin and getline.	1B, 2A, 2B
Copyright Laws and issues concerning computer usage and the information highway.	3A, 3B, 5A, 5B
Issues concerning protecting your computer system, including password and virus protection.	2A, 2B, 3B, 3C
Use of constants and typecasting in programs.	1B, 2A, 2B
Modular programming and writing functions.	1B, 2A, 2B
Parameter passing with call by value and call by reference	1B, 2A, 2B
Scope of a variable; local and global variables	1B, 2A, 2B
Writing header files.	1B, 2A, 2B
Boolean expressions and comparing different data types	1B, 2A, 2B, 7E
If statement and compound if statements	1B, 2A, 2B, 7E
If...else and the nested if statements.	1B, 2A, 2B, 7E
Switch statement..	1B, 2A, 2B, 7E
Fixed repetition pretest loop.	1B, 2A, 2B, 7E
Pretest variable condition loop.	1B, 2A, 2B, 7E
Post-test variable condition loop.	1B, 2A, 2B, 7E, 7F
Nested loops.	1B, 2A, 2B, 7E

Using condition statements and repetition statements together.	1B, 2A, 2B, 7E
Writing data to an output file.	1B, 2A, 2B, 7D, 7E, 11A, 11B
Getting data from an input file stream	1B, 2A, 2B, 7D, 7E, 11A, 11B
Array data type and the concept of indexes.	1B, 2A, 2B, 7E, 9E, 10A
Using loops for input and output of arrays	1B, 2A, 2B, 7E, 9E, 10A
Array parameters and passing arrays to functions.	1B, 2A, 2B, 7E, 10A
Sorting array using the selection sort.	1B, 2A, 2B, 4A, 4B, 7D, 7E, 10A
Searching an array using the linear search.	1B, 2A, 2B, 4A, 4B, 7E, 7D, 10A
Two-dimensional arrays and their application	1B, 2A, 2B, 7E, 9E, 10A
Struct abstract data type.	1B, 2A, 2B, 7B, 7E, 7I, 9A, 9E, 10A, 11A, 11B, 12C
Creating arrays of structs.	1B, 2A, 2B, 7B, 7E, 7I, 9A, 9E, 10A, 11A, 11B, 12C
Classes as abstract data types.	1A, 1B, 2A, 2B, 7E, 7I, 9E, 10A, 10B, 11A, 11B, 12C
Pros and cons of OOP including software maintenance and reuse of software.	1A, 1B, 2A, 2B, 7E, 7I, 9A, 9E, 10A, 10B, 11A, 11B, 12C
Classes that go with the AP computer science class	1B, 2A, 2B, 7B, 7D, 7E, 10A, 12C
Linked lists and the use of pointer variables.	1B, 2A, 2B, 7G, 10A
Recursion and its correct application	1B, 2A, 2B, 7A, 7E, 10A
How to analyze an algorithm using various methods.	1B, 2A, 2B, 9B
Binary search and the quick sort as other possible sorts and searches..	1B, 2A, 2B, 4A, 4B, 7E, 10A
Explore data structures using stacks, queues and trees.	7G, 7H
Students will demonstrate knowledge learned in this class by creating a final large project.	1B, 2A, 2B, 3D, 6B, 7C, 7E, 7I, 8A, 8B, 8C, 8D, 9E, 10A, 10B, 11A, 11B, 12A, 12B-C

WEB MASTERING

Unit	TEKS
Introduction To Computers, Networking, and the Internet	1A, 1B, 1C, 1D, 1E, 1F, 1G, 2A, 2B, 3A, 3B, 3C, 4A, 4B
Frontpage 2000 (Other programs can be used here as your main web-design software.)	1A, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 10A, 10B, 10C, 12B
HTML	1A, 4A, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 8E, 8F, 8G
Input/Output	1A, 1B, 4A, 5A, 5B, 7B, 7F, 8A, 9A, 9B

Frontpage 2000 II (Other software can be used instead of Frontpage 2000)	1A, 4A, 4B, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 10A, 10B, 10C
Web-site Design	1A, 2A, 2B, 4A, 6A, 6B, 6C, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8E, 8F, 8G, 9A, 9B, 12A, 12B
Java Script	10B, 10C
Web publishing to the WWW and search engines	9A, 9B, 9C, 11A, 11B

LANGUAGES OTHER THAN ENGLISH

SPANISH I

Unit	TEKS
Lección Preliminar: The Influence Of Hispanic Culture In the U.S..	1A, 1B, 1C, 2A, 3A, 4A, 4C, 5B
Unidad 1: Greetings And Identifying People.	1A, 1B, 1C, 2A, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 2: Reading And Exchanging Information About School	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 3: Giving Information About Destinations.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B
Unidad 4: Identifying, Describing, And Inquiring About Family Members	1A, 1B, 1C, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 5: Describing The Location Of A Particular Place.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unidad 6: Describing Activities In The Past.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B

SPANISH II

Unit	TEKS
Unit I - Tu y tus amistades (Lesson I - Tu y tus amigos; Lesson II - Tu y tus amigos de compras; Lesson III - Tu y la tradicion oral).	1A, 1B, 2A, 2B, 3A, 3B
Unit II - Tu y otras culturas (Lesson I - Tu y tus amigos venezolanos; Lesson II - Tu y la diversidad cultural; Lesson III - Tu y el medio ambiente)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit III - Tu y los medios de comunicacion (Lesson I - Tu y las noticias; Lesson II - Tu y los anuncios comerciales; Lesson III - Tu y el mundo del misterio	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit IV - Tu y el pasado (Lesson I -	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B

Tu y la niñez; Lesson II - Que hacías tu?; Lesson III - Tu y la historia)	
Unit V - Tu y tu salud (Lesson I - Tu y el ejercicio; Lesson II - Tu y la nutrición; Lesson III - Tu y la inseguridad)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit VI - Tu en las montañas (Lesson I - Tu en el campamento; Lesson II - Tu en excursión; Lesson III - Tu, el narrador)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit VII - Tu en busca de empleo (Lesson I - Tu propio carro?; Lesson II - Tu en busca de dinero; Lesson III - Tu en busca de experiencia)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit VIII- Tu de vacaciones! (Lesson I - Tu y tus planes para el verano; Lesson II - Tu llevas demasiado!; Lesson III - Tu y el mundo hispano)	1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B, 5A, 5B

SPANISH III

Unit	TEKS
Lección Preliminar: El español: Pasaporte al mundo 21 Unit 1-1 to 1-2: Los chicanos/ Los Puertorriqueños en E.E.U.U.	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit 1-3 : Los Cubanoamericanos Unit 2-1 to 2-2 Los Orígenes/al presente	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit 3 Lección 1-3 Mexico, Guatemala, Teotihuacán	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B
Unit 4 Lección 1-2 Cuba / República Dominicana Unit 6 (Future tense/ Conditional Unit 7 (Present perfect)	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B

FINE ARTS

ART I - MIDDLE SCHOOL

Unit	TEKS
BRAIN VS. BRAIN	1A, 2A, 2B, 2C, 4A, 4B
STILL LIFE DRAWING	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B
ART HISTORY/ ART APPRECIATION	1A, 1B, 3A, 3B, 3C, 4A, 4B
COLOR WHEEL	1A, 1B, 2A, 4A, 4B
WATER COLOR PAINTING	1A, 1B, 2A, 2C, 3A, 3B, 3C, 4A, 4B

PRINTMAKING	1A, 1B, 2A, 2B, 2C, 4A, 4B
TEXTILE MAKING (WEAVING, BASKETS, RUG, OR MACRAMÉ)	1A, 1B, 2A, 2C, 3A, 3B, 4A, 4B
CERAMICS	1A, 1B, 2A, 2B, 2C, 3B, 3C, 4A, 4B
SCULPTURE	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B

ART II - MIDDLE SCHOOL

Unit	TEKS
3-D STILL LIFE	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B
ART HISTORY/ART	1A, 1B, 3A, 3B, 3C, 4A, 4B
PAINTING	1A, 1B, 2A, 2B, 2C, 3C, 4A, 4B
OIL PASTELS	1A, 1B, 2A, 2B, 2C, 3A, 3C, 4A, 4B
SUMI-E INK PAINTING/SUMI-E TILE PAINTING	1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
MASK MAKING	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
SILK SCREEN PRINTING	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
TEXTILE (Batiks, 3-D weavings, Basket Shields Making)	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B
ADVERTISEMENTS	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B

MUSIC APPRECIATION - MIDDLE SCHOOL

Unit	TEKS
Historical And Cultural Roots of Today's Music & Musical Form	1C, 5A, 5B, 5C
20th Century Music	1B, 1C, 2A, 2B, 2C, 3C, 5A, 5B, 5C
Musical Theatre	2A, 2B, 2C, 2D, 5C, 6A, 6B, 6C, 6D
Introductory Guitar and Keyboard	1A, 1B, 1C, 2C, 3A
Musical Theory, Musical Proficiency and Musical Performance	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 4A, 4B, 5D, 6A, 6B, 6C, 6D

ART - LEVEL I

Unit	TEKS
Recognizing and Utilizing the Elements of Design Line	1A, 1B, 2A, 2B, 2C
Drawing Line Quality Contour Drawing	1A, 1B, 2A, 2B, 2C
Color and Introduction to Painting Color Wheel	1A, 1B, 2A, 2B, 2C
Sculpture Ceramics	1A, 1B, 2A, 2B, 2C
Printmaking Linoleum Block	1A, 1B, 2A, 2B, 2C

Monoprints	
Careers in Art	3C
Art History	3A, 3B, 3C
Art Criticism	4A, 4B
Sketchbook Assignments	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B

ART - LEVEL II – DRAWING

Unit	TEKS
Drawing from Objects Mediums	1A, 1B, 2A, 2B, 2C
Drawing - Anatomy and the Figure Mediums	1A, 1B, 2A, 2B, 2C
Drawing - Structures and Landscapes Mediums	1A, 1B, 2A, 2B, 2C
Drawing - Careers in Art	3C
Drawing - Personal Expression	1A, 1B, 2A, 2B, 2C, 4A, 4B
Drawing – Sketchbook Activities	1A, 1B, 2A, 2B, 2C
Drawing - Art Criticism Concepts	3A, 3B, 3C, 4A, 4B
Drawing - Art History Study of the History of Drawing	3B, 3C, 4A

PHYSICAL EDUCATION AND HEALTH

GRADE 6

Unit	TEKS
Physical fitness pre-testing/post-testing	1D, 1F, 2D, 2G, 3E, 4A, 4I, 5A, 5E, 6B, 7A
Basketball	1A, 1H, 2B, 3B, 3E, 4A, 4E, 7A
Gym Activity Games Mash Super Kickball Ball-	1A, 1C, 1G, 2C, 2G, 3D, 4D, 4H, 5E, 6A, 7D
Parachute	1A, 1C, 1G, 2C, 2G, 3D, 4D, 5E
Dance	1D, 1E, 2C
Volleyball	1G, 2E, 3A, 5E, 6A, 7C
Track and Field	1F, 3C, 3E, 4C, 4I, 7B
Soccer	1B, 1G, 2A, 2E, 3A, 3D, 4B, 4I, 5C, 7A

GRADE 7

Unit	TEKS
Volleyball	1A, 1F, 2D, 2E, 3B, 5D, 7C
Football	1B, 2C, 2F, 3C, 4D, 4F, 7C
Track and	1F, 3C, 3E, 4C, 4I, 7B

Basketball	1A, 1H, 2B, 3B, 3E, 4A, 4E, 7A
Softball	1E, 2C, 3A, 4A, 4F, 5A, 6A, 7B
Soccer	1B, 1G, 2A, 2E, 3A, 3D, 4B, 4I, 5C, 7A
Fitness Testing	1D, 1F, 2D, 2G, 3E, 4A, 4I, 5A, 5E, 6B, 7A
Gym Activity Games Mash Super Kickball Ball-	1A, 1C, 1G, 2C, 2G, 3D, 4D, 4H, 5E, 6A, 7D

GRADE 8

Unit	TEKS
Tennis	1A, 1E, 2B, 3C, 4D, 5E, 7D
Weight Training	1B, 2D, 3B, 5A, 5D
Floor Hockey	1D, 2C, 3E, 4A, 4E, 5B, 7E
Tumbling	1C, 2E, 3D, 3F, 4F, 6B
Conditioning and Agility Activities	1G, 1H, 2G, 3H, 4B, 4H, 7C
Frisbee Golf	2A, 3A, 4C, 4G, 5C, 7A
Archery	1F, 2F, 3G, 6A
Volleyball	1G, 2E, 3A, 5E, 6A, 7C

FOUNDATIONS OF PERSONAL FITNESS

Unit	TEKS
Introduction-Key terms dealing with personal fitness	1a, 4a, 5a
Terms related to physical activity and safe exercise.	1a, 1b, 2a, 3a, 3b, 4a, 4b, 4e, 4f, 4g, 5a, 5b, 5e, 5f,
Principle of overload (frequency, intensity, and time/duration)	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 4c, 4d, 4e, 4f, 4g, 4h, 5a, 5b, 5c, 5f, 5g
Explanation of parts of physical fitness	1a, 1b, 2a, 2b, 3a, 3c, 3d, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 5a, 5b, 5c, 5d, 5e, 5f, 5g
Weight training and its benefits	1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4c, 4f, 4g, 4h, 5a, 5b, 5d, 5e, 5f, 5g
Weight-training exercise circuits	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4f, 4g, 4h, 5a, 5b, 5c, 5d, 5e, 5f, 5g
Three basic food nutrients (carbohydrates, fats and proteins) and their importance	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 4d, 4f, 4g, 4h, 5a, 5c, 5d, 5e, 5f, 5g

HEALTH

Unit	TEKS
First-aid And Heart Disease	1F, 7F, 12A
Making Healthy Choices: Wellness	1A, 1I, 2B, 4A, 6A, 6B, 16A, 16B, 16D, 17A, 17B, 17C

Substance Abuse: Tobacco	2B, 3C, 5A, 5B, 5D, 7A, 7B, 7C, 7D, 7G, 8A, 13A, 13E, 13G, 14A, 16A, 16D
Substance Abuse: Coordination And Control	2B, 3C, 5A, 5B, 5D, 7A, 7B, 7C, 7D, 7G, 8A, 13A, 13E, 13G, 14A, 16A, 16D
Human Development: Human Relationships	1I, 3A, 3B, 3D, 5C, 5D, 6C, 7B, 7G, 7H, 7I, 7J, 7K, 7L, 8A, 9A, 9B, 13A, 13B, 13C, 13F, 13G, 14A, 14C, 16A
Infectious Disease	1A, 1C, 1I, 2A, 2B, 2C, 2D, 4A, 4B, 5D, 6B, 6C, 7B, 7G, 7H, 7I, 7J, 7K, 7L, 11A, 13B, 13C, 13D, 13E, 14C
Personal Health And Fitness	1A, 1B, 1C, 1D, 1F, 1I, 2A, 2C, 2D, 4B, 6A, 6B, 8B, 17C
Mental Health: Personality	1E, 1G, 1H, 7E, 7G, 7H, 7J, 8A, 13A, 13D, 13E, 13F, 13G, 14A, 14B, 15A, 15B, 15C, 16C
A Safe Environment	4B, 7F, 10A, 10B, 10C, 11A, 11B, 12A, 12B, 17C

SPECIAL EDUCATION PROGRAM

Special education services shall be provided to eligible students in accordance with applicable federal law and regulations, state statutes and rules, SST Corpus Christi policies and procedures.

In order to be eligible to receive special education services, a student must have been determined to have one or more of the disabilities listed in federal regulations or in state law or both, and have an identified educational need.

SST Corpus Christi will provide a comprehensive special education instructional program for eligible students, as mandated by constitutional and statutory laws and regulations and ensure that students with disabilities are educated, to the extent appropriate, with students who are not disabled.

A variety of instructional arrangements and settings will be provided along a continuum from the least restrictive to the most restrictive environment. The Admission, Review and Dismissal (ARD) committee, when placing a student in special education, will consider all available options in the process of determining the most appropriate instructional setting(s) for the student.

ESL/BE PROGRAM

SST Corpus Christi will be committed to meet the needs of students who are identified as limited English proficient (LEP) and to provide an equal educational opportunity by providing bilingual education (BE) and English as a Second Language (ESL) programs that will emphasize the mastery of basic English language skills that will enable students to participate effectively in the regular program and to master the essential knowledge and skills of the state curriculum.

SST Corpus Christi views BE/ESL as a program, which utilizes the students' native language, and English in the learning process. The BE/ESL Program considers the students' native language, culture and knowledge to be the foundation for academic and social growth. Integrating language and literacy skills across the curriculum provides students with the opportunity to acquire a high level of literacy and fluency in English while developing their native language.

The goal of BE/ESL education programs will be to enable second language learners to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.

ESL I

Unit	TEKS
Survival Skills:	2A, 2B, 2C, 14A, 14B, 14C, 14D, 14E, 21D, 22A, 23A, 24A
Clothing (identifying, shopping, using money)	14A, 14B, 14C, 14D, 14E, 16B, 16C, 19B, 19C, 21E, 22D, 22E, 22F, 22G, 23A, 23B, 23C, 23E, 23F
Talking About People, Using the Telephone, Asking Questions	14A, 14B, 14C, 14D, 14E, 15A, 16C, 16D, 16E, 16F, 16G, 22A, 22B, 22C, 22E, 22F, 22G, 23A, 23B, 23C, 23D, 23E, 23F, 24B, 24C, 24D, 24E, 24F
Household Words (rooms, furniture, location words, possessives)	2A, 2B, 2C, 2D, 2E, 6A, 6B, 6C, 6D, 6E, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 9B, 14A, 18B, 19C, 22A, 23F, 25D
Mythology	6A, 6B, 6C, 6D, 6E, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 13A, 14A, 14B, 14C, 14D, 14E, 15A, 16B, 16C, 16D, 16E, 16F, 16G, 19A, 19B, 22B, 22C, 22D, 22E, 22F, 22G, 23A, 23B, 25A, 25B, 25C, 25D, 25E, 25F, 25G, 25H, 25I, 25J, 25K
Short Story (terms, selected stories)	6A, 6B, 6D, 6F, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 8A, 8B, 8C, 8D, 9A, 11A, 11B, 11D, 11E, 11F, 14A, 14B, 14C, 14E, 15A, 16E, 16F, 19A, 19B, 22A, 22B, 22C, 22D, 22E, 22F, 22G, 23A, 24A, 25B, 25H, 25I, 25J
Talking About Self, Hobbies, Pastimes, Family, Sports, Likes, Dislikes	14A, 14B, 14C, 14D, 14E, 15A, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 17A, 17B, 17C, 21D, 21E, 22F, 22G, 23A
Writing Sentences and Paragraphs (descriptive, expository, narrative)	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 5A, 5B, 26A, 26B, 26C, 26Ei, 26Eii, 26Eiii, 26Eiv, 26F, 26G, 26H
Writing Poetry (Diamantes, Color Poems, Concrete Poems)	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 3D, 5A, 5B, 14D, 14E, 15B, 15C, 21E, 22C, 22D, 22E, 23A, 23B, 24E, 24F
Vocabulary Development	6A, 6B, 6C, 6D, 6E, 6F, 14B, 22F, 22G, 23A

ESL II

Unit	TEKS
Personal Writing:	1A, 1B, 1C, 1D, 2A, 3A, 5A
Daily Oral Writing:	3A, 3B, 3C, 3D
Short Story Unit	7G, 7H, 7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B
Writing and Reading Skills	2A, 2B, 2C, 2D, 3C, 3D, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I
Vocabulary / Spelling	6A, 6B, 6C, 6D, 6E, 6F, 6G
Legends Around the World	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 8B, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 14B, 19A, 20F, 22F, 23A
Sustained Silent Reading	6G, 7A, 7B, 10A, 16B, 21A, 21B, 25B, 25C, 25D, 25F, 25G, 25H, 25I, 25J, 25K

Persuasive Essay Writing	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C
Journal Writing	1A, 1B, 1C, 1D, 2A, 3A
Novel Unit	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A, 9A, 10A, 11A, 11F
Oral Reading	14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D, 15E, 16A, 16B, 16F, 16G, 18A, 25H, 25I, 25J, 25K
Poetry	9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 14B, 14C
Research Skills	4A, 4B, 4C, 4D, 4F

ESL III

Unit	TEKS
The Short Story: concepts, comprehension, comparison/evaluation cultural comparisons	7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 14A, 16B, 18A, 18B, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F
Writing a Short Story: combining elements of the short story into an original story	7I, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 12C, 13A, 14A, 16B, 16C, 16D, 18A, 18B, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E
Vocabulary/Spelling	6A, 6B, 6C, 6D, 6E, 6F, 6G
Reading Comprehension: Drawing conclusions Synthesizing, Analyzing, Recognizing fact, opinion, propaganda (advertising)	7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8A
Conventions of English: grammar, punctuation, spelling	1A, 1B, 1C, 2A, 2B, 2C, 2D, 2E, 3A, 3B, 3C, 3D, 3E
The American Novel: To Kill a Mocking Bird or other American novel selected by teacher	1A, 3A, 4F, 5A, 5B, 6E, 7E, 8A, 8B, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 12A, 12B, 14E, 15F, 16A, 16B, 17A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F, 21A, 21B, 21C, 21D, 21E
Research: The American South at the time of To Kill a Mocking Bird	1C, 2E, 3A, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 5A, 8A, 9A, 9B, 10A, 10B, 11A, 11B, 11C, 13A, 13B, 13C, 13D, 13E, 15A, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 21A, 21B, 21C, 21D, 21E
Letter Writing: thank you notes, invitations, letters of complaint, business letters, envelopes	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D, 3E, 5A, 5B, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 17A, 17B, 17C, 17D, 17E, 17F, 21B, 21C, 21D, 21E
Listening/Speaking Pronunciation drill, oral reading; choral reading	6A, 6B, 6C, 6D, 6E, 6F, 6G, 7A, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A
American Drama: Twelve Angry Men or other play selected by teacher	3C, 4D, 8C, 8D, 9A, 9B, 10A, 10B, 10C, 11A, 11B, 11C, 11D, 11E, 11F, 14A, 14B, 14C, 14D, 14E, 15A, 15B, 15C, 15D, 15E, 15F, 16A, 16B, 16C, 16D, 18A, 18B, 18C, 19A, 19B, 19C, 20A, 20B, 20C, 20D, 20E, 20F

b) If the proposed school will serve any high school grade levels (Grades 9-12), describe how the program will prepare all students to meet state graduation requirements, including students with disabilities and those requiring ESL services.

SST Corpus Christi will implement the graduation requirements mandated by §74.D. (Subchapter D issued under the Texas Education Code, §§7.102, 28.002, 28.023, 28.025, 28.054, and 38.003). §74.D presents three graduations options as: Minimum Graduation Plan (22 credits), Recommended High School Program-RHSP (26 credits) and Distinguished Achievement Program-DAP (26 credits). SST Corpus Christi will strongly encourage its students towards RHSP and DAP.

Students must complete the academic course requirements and must pass the state-developed exit-level TAKS before they can graduate.

All credit for graduation must be earned no later than Grade 12.

A course will be considered completed and (one or half) credit will be awarded if the student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course or the grade level at which proficiency was attained.

These graduation plans are briefly summarized below:

Minimum High School Program (Minimum Graduation Plan):

A student must earn at least 22 credits to complete the Minimum High School Program and must demonstrate proficiency in the following.

English language arts (four credits). The credits must consist of:

(A) English I, II, and III (**English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency**); and

(B) Fourth credit of English, which may be satisfied by English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communication, Journalism, or concurrent enrollment in a college English course.

Mathematics (three credits) to include Algebra I and Geometry.

Science (two credits). The credits must consist of Biology and Integrated Physics and Chemistry (IPC). A student may substitute Chemistry or Physics for IPC and then must use the second of these two courses as the academic elective credit.

Social studies (two and one-half credits). The credits must consist of World History Studies (one credit) or World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

Economics, with emphasis on the free enterprise system and its benefits (one-half credit).

Academic elective (one credit). The credit must be selected from World History Studies, World Geography Studies, or any science course approved by the State Board of Education (SBOE) for science credit (relating to Texas Essential Knowledge and Skills for Science). If a student elects to replace IPC with either Chemistry or Physics as described above, the academic elective must be the other of these two science courses.

Physical education (one and one-half) credits to include Foundations of Personal Fitness (one-half credit).

A student may not earn more than two credits in physical education toward state graduation requirements.

SST Corpus Christi will allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; two- or three-credit career and technology work-based training courses, and off-campus physical education.

Health education (one-half credit), which may be satisfied by Health 1 or Advanced Health.

Speech (one-half credit). The credit must consist of Communication Applications.

Technology applications (one credit), which may be satisfied by the following courses:

A) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications;

B) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia; or

C) Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology.

Elective Courses (five and one-half credits). The credits must be selected from the list of courses specified in §74.41(f) of §74D (relating to High School Graduation Requirements).

Recommended High School Program:

A student must earn at least 26 credits to complete the Recommended High School Program and must demonstrate proficiency in the following:

English language arts (four credits). The credits must consist of English I, II, III, and IV (English I for Speakers of Other Languages and English II for Speakers of Other

Languages may be substituted for English I and II only for immigrant students with limited English proficiency).

Mathematics (four credits). The credits must consist of Algebra I, Algebra II, and Geometry. A student may select the fourth required credit from any of the following courses:

Precalculus; Independent Study in Mathematics; Advanced Placement (AP) Statistics; AP Calculus AB; AP Calculus BC; AP Computer Science; International Baccalaureate (IB) Mathematical Studies Subsidiary Level; IB Mathematical Methods Subsidiary Level; IB Mathematics Higher Level; IB Advanced Mathematics Subsidiary Level; concurrent enrollment in college mathematics courses; and Mathematical Models with applications.

Science (four credits). One credit must be a biology credit (Biology, Advanced Placement (AP) Biology, or International Baccalaureate (IB) Biology). Students must choose the remaining two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement. Students on the Recommended High School Program are encouraged to take courses in biology, chemistry, and physics to complete the science requirements.

Integrated Physics and Chemistry (IPC);

Chemistry, AP Chemistry, or IB Chemistry; and

Physics, Principles of Technology I, AP Physics, or IB Physics.

Social studies (three and one-half credits). The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

Economics, with emphasis on the free enterprise system and its benefits (one-half credit).

Languages other than English (two credits). The credits must consist of Level I and Level II in the same language.

Physical education (one and one-half credits) to include Foundations of Personal Fitness (one-half credit).

A student may not earn more than two credits in physical education toward state graduation requirements.

SST Corpus Christi will allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

Health education (one-half credit), which may be satisfied by Health 1 or Advanced Health.

Speech (one-half credit). The credit must consist of Communication Applications.

Technology applications (one credit), which may be satisfied by the following courses:

A) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications;

B) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia; or

C) Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology. AP, IB, or dual credit college courses may substitute.

Fine arts (one credit), which may be satisfied by any course in Chapter 117, Subchapter C, of this title (relating to Texas Essential Knowledge and Skills for Fine Arts).

Elective Courses (three and one-half credits). The credits may be selected from the list of courses specified in §74.41(f) of this title (relating to High School Graduation Requirements). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

Distinguished Achievement High School Program--Advanced High School Program:

A student must earn at least 26 credits to complete the Distinguished Achievement High School Program and must demonstrate proficiency in the following:

English language arts (four credits). The credits must consist of English I, II, III, and IV (**English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency**).

Mathematics (four credits). The credits must consist of Algebra I, Algebra II, Geometry, and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite.

Science (four credits). The credits must consist of a biology credit (Biology, Advanced Placement (AP) Biology, or International Baccalaureate (IB) Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), a physics credit (Physics, AP Physics, or IB Physics), and an additional approved laboratory-based science course. After successful completion of a biology course, a chemistry course, and a physics course, a student may select the fourth required credit from any of the following laboratory-based courses:

AP Biology; IB Biology AP Chemistry; IB Chemistry; AP Physics; IB Physics; AP Environmental Science; IB Environmental Systems; Scientific Research and Design; and Engineering.

Social studies (three and one-half credits). The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

Economics, with emphasis on the free enterprise system and its benefits--one-half credit.

Languages other than English (three credits). The credits must consist of Level I, Level II, and Level III in the same language.

Physical education (one and one-half credits) to include Foundations of Personal Fitness (one-half credit).

A student may not earn more than two credits in physical education toward state graduation requirements.

SST Corpus Christi will allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

Health education (one-half credit), which may be satisfied by Health 1 or Advanced Health.

Speech (one-half credit). The credit must consist of Communication Applications.

Technology applications (one credit), which may be satisfied by the following courses:

A) Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications;

B) Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia; or

C) Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology. AP, IB, or dual credit college courses may substitute.

Fine arts (one credit), which may be satisfied by any course in Chapter 117, Subchapter C, of this title (relating to Texas Essential Knowledge and Skills for Fine Arts).

Elective Courses (two and one-half credits). The credits may be selected from the list of courses specified in §74.41(f) of this title (relating to High School Graduation Requirements). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

Advanced measures. A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

(1) original research/project that is:

(A) judged by a panel of professionals in the field that is the focus of the project; or

(B) conducted under the direction of mentor(s) and reported to an appropriate audience; and

(C) related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);

(2) test data where a student receives:

(A) a score of three or above on the College Board advanced placement examination;

(B) a score of four or above on an International Baccalaureate examination; or

(C) a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or

(3) college academic courses and tech-prep articulated college courses with a grade of 3.0 or higher.

Elective credits in all three graduation programs may be selected from the following:

(1) the list of courses approved by the State Board of Education (SBOE) for Grades 9-12 as specified in §74.1 of this title (relating to Essential Knowledge and Skills);

- (2) state-approved innovative courses as specified in §74.27 of this chapter (relating to Innovative Courses and Programs);
- (3) Junior Reserve Officer Training Corps (JROTC)--one to four credits;
- (4) Driver Education--one-half credit.

College Board advanced placement and International Baccalaureate courses may be substituted for courses required in appropriate areas in all three high school graduation programs. College Board advanced placement and International Baccalaureate courses may be used as electives in all three high school graduation programs.

Students shall be given the opportunity each year to select courses in which they intend to participate from a list that includes all courses cited above. If all required courses are not offered simultaneously in one school year, then the school will give notice of such fact to the enrolled students. In any case, the school will provide all required courses at least every other year.

If a minimum of ten students enroll in a course required for graduation, then the school will offer that course. If there are fewer than ten students enrolled for a course required for graduation, then the school may help those students take the course using alternative delivery of the course such as web-based instruction.

Personal Graduation Plan:

SST Corpus Christi will develop and implement personal graduation plans for those students who do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or who are not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9 (as determined by the district) (TEC §28.0212). Additionally, SST Corpus Christi will provide accelerated instruction to a student enrolled in the school who has taken the secondary exit-level assessment instrument and has not performed satisfactorily on each section or who is at risk of dropping out of school (TEC §29.081).

Each personal graduation plan will:

- 1) identify educational goals for the student;
- 2) include diagnostic information, appropriate monitoring and intervention, and other evaluation strategies;
- 3) include an intensive instruction program described by Section 28.0213;
- 4) address participation of the student's parent or guardian, including consideration of the parent's or guardian's educational expectations for the student; and
- 5) provide innovative methods to promote the student's advancement, including flexible scheduling, alternative learning environments, on-line instruction, and other interventions that are proven to accelerate the learning process and have been scientifically validated to improve learning and cognitive ability.

For students receiving special education services, an individualized education program developed under TEC §29.005 may be used as the student's Personal Graduation Plan.

Graduation Methods and Requirements for Special Education Students:

The secondary program of a student with disabilities shall terminate either with graduation or when the student has mastered the IEP and no longer meets the age requirement for eligibility in Texas Education Code § 21.501. A student with disabilities who has not reached his or her 22nd birthday on September 1 of a scholastic year shall be eligible for services through the end of that scholastic year of until graduation, whichever comes first.

A student who has been legally exempt from TAKS testing according to state guidelines and has completed state graduation requirements or graduation requirements as determined by an ARD Committee may graduate and receive a diploma even though that student has not passed the TAKS exit level test. All graduates including students with disabilities who meet graduation requirements are awarded the same type of diploma. It is recommended that students be referred for special education services no later than the first semester of the senior year. Referral after that date may require an additional year(s) of implementation of the IEP.

A student may be graduated upon determination by the ARD committee that these requirements have been met according to the provisions specified below:

1. Graduation Method I (Regular Graduation)

A student receiving special education services may graduate by meeting both the general education curriculum and credit requirements and passing the exit level TAKS, or by meeting both requirements and being exempted from the exit level TAKS. (Please note that students, who meet the curricular and credit requirements for the recommended and distinguished plans without content modifications, may graduate under those plans.)

2. Graduation Method II (Employment)

A student receiving special education services may also be graduated upon the determination by the ARD committee that the student has completed requirements specified in the IEP which have resulted in the following:

full-time employment, including VAC and vocational education programs, based on the student's abilities and local employment opportunities, in addition to sufficient self-help skills to enable the student to maintain the employment without direct and on-going educational support of SST Corpus Christi.

3. Graduation Method III (Skills Training).

The student has demonstrated mastery of specific employability skills, successful part time employment, successful completion of regular education vocational education classes, and/or successful mastery of functional curriculum IEP and self-help skills which do not require direct on-going educational support of SST Corpus Christi.

4. Graduation Method IV (Access to Services)

The student has gained access to services that are not within the legal responsibility of public education, or employment or further educational opportunities for which the student has been prepared by the academic program of the district.

Graduation Considerations:

1. When considering graduation under one of the methods described above, the ARD committee shall, when appropriate, request written recommendations from acceptable adult service agencies, the parent, and the student.

2. Employability and self-help skills referred in the methods described above are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.
3. A student with disabilities may also be graduated upon the determination by the ARD committee that the student no longer meets age eligibility requirements and has completed the requirements specified in the IEP.
4. The school may service a person over the school age in accordance with the provisions of the TEC §21.040.

For students who graduate according to the above, the ARD committee shall determine whether educational services will be resumed upon the request of the student or parent as appropriate so long as the student meets the age eligibility requirements of the SST Corpus Christi.

c) Describe teaching methods to be used and state the reasons for choosing them, explaining how the methods enhance student learning. Include information about materials, strategies, techniques, and procedures to be used to meet the needs of the student population, including students with disabilities and those requiring bilingual/ESL services.

Students will be provided with opportunities to expand their mental and physical abilities in socially acceptable activities. Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect and support. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following list explains the examples of teaching methods that will be utilized by the instructional staff through out the year at School of Science and Technology Corpus Christi.

The thematic approach will be used as the basis for planning a five-or six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, a variety of core activities across the curriculum will be brainstormed by group members. Students will then examine these activities and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources, and general compatibility with the school program. The group will then set a schedule of completion with input from program, education, and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the therapy that will take place in the program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy that bridges academic and therapeutic boundaries. Students will be expected to write long-term and short-term goals for every aspect of their life. Educational goals will be evaluated for every activity throughout the day. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of School of Science and Technology Corpus Christi, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs.

By using a **multi-sensory** approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In **Role modeling**, teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction; A learner-centered and self-directed learning experience will be designed for individuals or for small teams in the school. Learning teams will be randomly assigned so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation is a learning process that involves students as participants in role-playing presentations and/or problem-solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Demonstrations; Showing practical applications of theory, product, or equipment; will be done by teacher, guest, and/or students.

There are many forms of **Multiple Intelligence**; many ways by which we know, understand, and learn about the world. Seven intelligences have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal. Instructional staff will use the following areas to challenge the students' various intelligences.

- **Visual/Spatial**: charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, and symbols.
- **Verbal/Linguistic**: stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, reading aloud, and drama.
- **Bodily Kinesthetic**: field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, and drama.
- **Logical/Mathematical**: problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, serializing, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, and critical thinking.
- **Musical/Rhythmic**: singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, and playing instruments.
- **Intrapersonal**: individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.
- **Interpersonal**: co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

Instructional Arrangements for Special Education Students:

A variety of instructional arrangements and settings is provided along a continuum from the least restrictive to the most restrictive environment. The Admission, Review and Dismissal (ARD)

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SEE INSERT.**

committee, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student.

Each student with disabilities will have available a six-hour instructional day and seven-hour school day as provided for all other students. The ARD committee shall determine the appropriate instructional setting and length of the instructional day as appropriate for each student with disabilities.

As determined by the ARD committee, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Self-contained, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, and Speech Therapy.

Instructional Arrangements for BE/ESL Students

The approaches to ESL and Bilingual education programs are multifaceted due to diverse student populations and variant language groups represented by those culturally diverse language groups. Often, the variety of programs, the definitions and the legal requirements for program implementation are confusing to educators. Services provided for second language learners should be addressed as an instructional continuum, and delivery should be dependent on the students' needs and the program in which those needs are served. ESL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. The following are descriptions of specific second language programs.

ESL Program Models define diversity and are dependent on state and federal laws. Texas law mandates that if a district has at least one limited proficient student (LEP), the local school district must provide ESL services. The students considered ESL in this scenario are those who are in transition from bilingual education to regular education classes. The sole use of ESL as an instructional medium is likely to be used in districts where language minority groups are diverse and represent many different language groups. ESL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in the student's home language(s).

Sheltered English is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.

ESL Class Period Students receive ESL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their second language proficiency level.

ESL Resource Center is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one

Education Plan

Contingency: P. 117 State that a bilingual classroom is an alternative for a second language learner.

Response: P. 117 The following is inserted on page 117:

A bilingual classroom is an alternative for a second language learner.

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SEE INSERT.**

certified ESL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

d) State the proposed teacher-to-student ratio and the rationale for maintaining this ratio.

Teacher-to-student ratio will be around 1:15. Maximum enrollment will be 900 (Pre K3-12) students. The school officials will maintain 1 to 15 (teacher-to-student) ratio by adding new employees as enrollment increases. The rationale maintaining this small ratio lays in the school's commitment to address the needs of individual students needs.

e) If the proposed school will offer a gifted and talented program, describe it.

School of Science and Technology Corpus Christi is committed to implement a program that meets the unique social, emotional, and intellectual needs of gifted and talented students through the collaboration of students, educators, parents and community members that ensures opportunities for maximum growth and development for life long success. A GT student is defined as a child or a youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

Goals:

Gifted/Talented students will

- develop understanding of self and others, develop self-confidence, and recognize the worth of others.
- utilize higher level thinking skills to foster creative results, which demonstrate an understanding of advanced content.
- will have the opportunity to develop and maximize their cognitive and creative abilities to the fullest, within the framework of each task.

Objectives:

Gifted/Talented students will

- develop critical thinking skills in order to solve problems logically.
- develop research skills and use information gathered implementing a group research project
- demonstrate the ability to use creative problem solving strategies
- recognize how change in and around their world affects their relationships

Program identification:

School of Science and Technology Corpus Christi will form a gifted committee to review the nomination, identification and selection process, as well as the instructional design and delivery of the program. The identification process will be a three step process:

Teacher to Student Ratio

Contingency: P. 118 The teacher/student ratio needs to be a firm number. It cannot be around 1:15.

Response: P. 118 The statement that teacher-to-student ratio will be around is deleted and replaced with

The SST teacher to student ratio shall be no greater than 1:15.

- 1) Nomination: students may be nominated by a) Parent, b) peers, c) teachers, d) other professional personnel, and e) themselves.
- 2) Assessment/Testing: Students seeking admission to G/T Program of SST Corpus Christi take three tests (Ability, Achievement, Interviews).
- 3) Selection: The G/T Committee convenes to make selection decisions. The decision is based on both Quantitative and Qualitative data.
- 4) Notification: Parents are notified in writing of the Campus Selection Committee's decision.

The following assessment instrument(s) will be used to identify GT students:

Along with ITBS, the Cognitive Abilities Test (CogAT) will be used to identify gifted and talented students. The Cognitive Abilities Test (CogAT) appraises the level and pattern of cognitive development of students from kindergarten through grade 12 (the pertinent section will be used only). The test measures both general and specific reasoning abilities. The general reasoning abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems, especially in the absence of direct instruction. These abilities are assessed in three CogAT batteries: the Verbal, Quantitative, and Nonverbal batteries. Each is represented by two or three different reasoning tasks. Having multiple measures in each domain greatly increases the dependability of the score profile that is reported for each student. The Cognitive Abilities Test measures developed abilities, not innate abilities.

As a part of qualitative assessment, teachers and/or parents will complete student observation forms

Gifted/Talented Program Services:

Students in G/T Program in SST will be offered the following services:

- Identified students are provided with the options of taking Honors courses, GT courses, and Advanced Placement course, where they have the opportunity to work with other GT students, non-identified students, and to work independently.
- Differentiated GT curriculum is taught in the academic core areas of English/Language Arts, Math, Science, Social Studies, and Computer Technologies.
- Pull-Out Program Option is available in the academic core areas of Math, Science, English Language Arts, Social Studies and Computer Technologies.
- A Gifted and Talented Mentorship Program is available for identified Juniors and Seniors in High School. Students must complete an application process to be considered for the program.
- Robotics/electronics are offered to G/T students.

f) Describe the programs offered to support other student activities (e.g., athletics, clubs, and organizations).

School of Science and Technology Corpus Christi will offer a wide range of clubs and athletics activities to enhance student learning.

Math Club: Math Club is an after-school activity, which will use a variety of games designed to promote math skills and thinking strategies. Students with a high interest in math and related areas will learn to make better use of their skills. Work will be directed toward local and national Math Club competitions. Especially talented students and candidates of math Olympics will take

Educational Plan

Question 3: Section 3.f, pages 119-121 indicates the proposed charter school offer a wide range of clubs and athletic activities to enhance student learning (i.e., Math Club, Science Club, Computer Club, Chess Club, Art Club, Drama Club, Soccer Club, Math Olympiad, Science Olympiad, and Athletic Teams). If approved for a charter, discuss how these programs will be funded.

Response: These services are part of the club activities, tutorials, and similar activities that supplement the curricular programs. Therefore no fees from students or parents will be charged for these services.

part in this club and students will be encouraged to join this club. Math talented students will help those who are poor at math. This will take place between the upper grades and others.

Science Club: Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science. This club will organize small competitions and exhibits regarding science and increase the popularity of science in SST Corpus Christi. This club will occupy the most important place in the co-curricular life in SST Corpus Christi.

Computer Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. The members of this club will introduce new developments in computer technology to other students.

Robotics Club: School will offer Robotics class at 4 thru 12 grade level. Robotics education will be outstanding educational tools to motivate students to learn math and science, as well as basic life skills such as problem solving, decision making, goal setting and logical thinking. Robotics Education will increase the number of individuals pursuing careers in robotics and STEM (Science, Technology, Engineering and Mathematics). Students will discover the fun and excitement in science and technology through participation in robotic competitions.

Chess Club: The purpose of the chess club will be to give students the opportunity to practice the strategy of chess. Students will take turns pairing with other during each session. At the end of the year, there will be a contest to determine who the champion chess player for that year. During the winter, there will be a district contest held at SST Corpus Christi.

Art Club: Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students will do fun art activities along with some community service.

Drama Club: Open to any student who wishes to develop acting skills. The group will meet regularly to listen to guest speakers on various aspects of acting as well as reading through plays and working on character development and stage presence. The Students will be able to express themselves in a variety of ways. They will build upon their existing flair for the dramatics and have a lot of fun in the process the culminating activity will be the performance of a short play chosen by the students.

Family & Consumer Science Club: Fun, friends, food, crafts community service! Students will use their creative skills to make projects for themselves, families, and friends and/or to "serve" others in their community and school. Students will meet monthly. Fees will be charged for the cost of the materials for each project.

Soccer Club: Open to any student who is interested in soccer. This club will support drug prevention programs by encouraging the students in sport activities. They will meet regularly to improve their soccer skills.

Math Olympiad: There will be two-separated small math Olympiad inside the school; Math Counts (Grades 6-8), and Math Bowl (Grades 9-12) encourage students to develop an interest in and enthusiasm for math and problem solving, and contribute to intellectual development. They will provide opportunities for math enrichment, along with academic competition with students from other schools. Successful students will be chosen by these small competitions to study and

join other national and international Olympics. There will be special, chosen Olympiad teams, who will study with their guide math teacher for Olympics. SST Corpus Christi will provide them with a suitable atmosphere to study well.

Science Olympiad: Science Olympiad is another important goal in SST Corpus Christi. It aims to join international science, biology and environmental Olympics. All science talented students will be encouraged to become involved in science Olympics. There will be science teams who will study for Olympics with a special guide teacher. Students will also compete with other public and private schools.

Student Council: An organization of student representatives whose main purpose is to make students' interests known while providing opportunities for leadership and service within the school and community. Students will be elected from their Prime time to form a general body. The entire school will elect members of the Senate. Both groups will meet at regular periods. Middle School Student Government will develop leadership, serve as an information conduit between students and teachers, and promote social and service activities.

Athletic Teams: SST is planning to establish several sport teams, which includes but not limited to soccer, basketball, and volleyball. Besides cooperating with other schools, SST Corpus Christi is also planning to develop mini-Olympics.

School Website: Students, teachers, administrative staff and the trustees of the school will provide the content for the school web site. This will be a valuable resource for posting an up-to-date school calendar and a method to coordinate school events. Parents will find useful information about events and important information about the school. A password-protected area on the web site will be used for parent, teacher, and student access only. Students will post information about the projects they are working on which may promote interchange on the subjects with students of other schools. It will also provide a means to disseminate about SST Corpus Christi, its mission.

g) Describe any plans to partner with other public or private agencies for the provision of student activities.

SST Corpus Christi plans to develop agreements with several charter schools to conduct joint advanced science and mathematics education programs, joint arts exhibitions, and joint sports programs. SST Corpus Christi will develop plans with other public or private agencies to facilitate and enhance the enjoyment of student life. Current SST campus in San Antonio entered into partnerships with the Office of P-16 Initiatives of the University of Texas at San Antonio; similar partnerships will be established in Corpus Christi with the Texas A&M University Corpus Christi.

h) Describe the planned academic assessment program, including the process to be used to determine baseline achievement levels of students and the methods of measurement to be used.

Academic assessment is an integral part of the curriculum at SST Corpus Christi. Students will be tested periodically throughout the each school year to measure academic progress. SST Corpus Christi will utilize the following types of assessment instruments:

State Mandated Testing (TAKS, TAKSi, RPTE, TELPAS, SDAA , LDAA):

The school will use the Texas Assessment of Knowledge and Skills (TAKS) test and end-of-course examinations to assess individual student performance in the core academic areas. The goal of TAKS is to measure student progress toward achieving academic excellence. Its purpose is to provide an accurate measure of student achievement in the areas of reading, writing, mathematics, social studies, and science. Test results are used as a gauge for institutional accountability. The SST Corpus Christi will require students to participate in TAKS exams to the same extent as all other public school students in Texas.

The school will use an alternative assessment (SDAA, TAKSi, LDAA) to assess special education students who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is an inappropriate measure of their academic progress. This test will assess the areas of reading, writing, and mathematics. Students will be assessed at their appropriate instructional levels, as determined by their ARD committees, rather than at their assigned grade level. The alternative assessment (SDAA) will be administered on the same schedule as TAKS and will be designed to measure annual growth based on appropriate expectations for each student as decided by the student's ARD committee.

The school will administer reading proficiency tests in English (RPTE) to limited English proficient (LEP) students. These tests will be used along with TAKS to provide a comprehensive assessment system for LEP students. RPTE and TELPAS will be given annually to LEP students to measure annual growth in English reading proficiency. The TAKS scores are not used to determine grade level placement (although TAKS can be used to identify students who are in an at-risk situation). Students will be given practice TAKS tests to determine TAKS readiness.

Nationally Norm-Referenced Testing (ITBS):

In addition to the State assessment tests, students of SST Corpus Christi will be given the Iowa Test of Basic Skills (ITBS). The ITBS is administered to gauge the progress of students and to create a standardized basis for measuring schools' achievement and growth. This nationally norm-referenced test will be administered to all students during the fall semesters of the first year to measure first-year growth, and to establish a norm-referenced baseline. The results of these tests will be used to evaluate school programs and, in conjunction with other assessments, classroom performance, student progress. Students will be divided into sections within each grade level according to the school-wide testing so that teachers can teach subject material to more homogeneous student cohorts. This ability grouping will enable teachers to provide effective classroom management practices.

ITBS will be administered in core courses (i.e., reading, mathematics, science, and language Arts). The goal will be to increase same cohort performance on the ITBS by at least five percentile ranks each year thereafter, or 25% over the life of the charter. This nationally recognized test when viewed with daily work performance, report cards, work portfolio, and attitude toward learning, give a balanced picture of each student's progress.

School of Science and Technology Corpus Christi will use the Iowa Test of Basic Skills (ITBS) instrument to gather student baseline information. The ITBS Form A and Form B measures the skills and achievement of students from Kindergarten through Grade 12 (the pertinent section will be used only). Developed at The University of Iowa and backed by a tradition of more than 70 years of educational research and test development experience, the ITBS provides an in-depth assessment of students' achievement of important educational objectives. Tests in Reading,

Language Arts, Mathematics, Social Studies, Science, and Sources of Information yield reliable and comprehensive information both about the development of students' skills and about their ability to think critically.

Curriculum Based Testing (based on TEKS):

In addition to these assessments, a benchmark assessment will also be given to the students. The Benchmark Assessments have several important purposes. Their primary goal is to help teachers improve their classroom instruction by providing regular feedback regarding the students' knowledge of particular strands of instruction. Students' retention within a strand can be monitored and graphed to provide important information to teachers during their lesson planning. The benchmark system is based on monthly assessments administered in writing, reading, and math in all grades. The Benchmarks allow the identification of strengths and weaknesses of individual students as they apply to the students' achievement of their educational goals and performance standards. The Benchmark Assessments are designed to support a comprehensive program of teaching and learning. The Benchmarks offer teachers the unique opportunity for a monthly gauge of students' knowledge and national testing strands. These assessments take the form of short quizzes that mirror criterion-referenced and norm-referenced tests. This means, for example, that certain tests will require open-ended problem solving or persuasive writing along with traditional multiple-choice questions. Teachers evaluate and score the work of their own students using common scoring guides, or rubrics.

Teachers will use the results to adjust their instruction to meet individual student needs. The Benchmarks will be available online through an Internet-based system. SST Corpus Christi will report annually on all student achievement measures via quarterly School Report Cards.

College Bound Testing (SAT):

SST Corpus Christi staff will conduct a variety of initial assessments for each student. The staff will administer the Scholastic Aptitude Test (SAT) test to determine functional levels in core curriculum areas (math and reading comprehension). In addition, staff will evaluate student transcripts and records for purposes of placing the student into the appropriate curriculum. Upon enrollment into the SST Corpus Christi, each student will participate in an individual conference with staff to discuss graduation requirements, behavior and attendance codes, etc. In addition to formal measures, informal assessments will be conducted to determine learning styles and multiple intelligences. Since these types of assessments occur over a period of time through observation and data collection, it will be necessary to maintain a dynamic profile for each student. Teachers will maintain the profile complete with checklists, observations and narrative descriptions of student strengths and optimal learning situations. Students will be assigned to appropriate grade levels and/or classrooms based on the collected information from the teacher, parents (guardians), and formal and informal assessments.

i) Describe the connection between the TEKS, classroom instruction, and assessment of student progress.

The connection among TEKS, TAKS objectives, and classroom instruction will be aligned through out the school year. Upon completion of a subject unit, students will be given an assessment tool to measure mastery of those specific objectives that were thought. For majority of the courses, teachers will develop tests for periodic administration to give students opportunity to demonstrate their knowledge and understanding. Teachers will maintain a checklist of TEKS objectives that will updated periodically on each students regarding mastery of specific objectives

corresponding to TAKS objectives. At the end of each school year, checklists will be compared to TAKS results to estimate effectiveness of classroom instruction. Objective of this comparison is to measure correlation between classroom instruction and TEKS objectives. Because the instruction is designed to meet the expectations of TEKS, the assessments will be as well. SST will ensure that TAKS objectives are integrated fully into the classroom TEKS instructions and student assessment process to ensure high academic excellence. High test scores will be an indication of an effective correlation between TAKS and classroom instruction.

j) Describe plans for program evaluation and explain the ways in which results will be used to improve instructional programs for all students.

Testing scores from different test administrations (state mandated tests such as TAKS, SDAA, nationally norm-referenced tests, ITBS) will be used to identify the educational strengths and needs of individual students and the extent to which educational goals and performance standards are being met. The disaggregated data will be used to identify areas in which the individual students failed, thus indicating a need for improvement in instruction as a district group or a subgroup. Those objectives that are not being mastered will be an indication of an area that needs for improvement in instructional techniques.

Course grades will also be used to identify whether students are failing in particular subject areas or course objectives. The administration will then work with teachers to adjust delivery methods or provide staff development to improve teaching skills.

Student surveys will also be used to gather information and suggestions for improving classroom instruction, the overall school environment, and services.

4. STUDENT GOALS

a) Other than the indicators of the state accountability rating system, discuss student goals.

Board of directors of the sponsoring entity are committed to creating a safe, enriched and challenging educational environment, which supports and promotes the intellectual, social, emotional and physical growth and development of each child. Staff, students and parents will work together, and share the responsibility of creating an optimum educational environment that responds to student and community needs. At School of Science and Technology (SST) Corpus Christi students' unique abilities and talents will be valued and nurtured.

In addition to the indicators set by the state accountability rating system, SST Corpus Christi expects its students to achieve the goals given in the tables below.

b) Describe methods used to measure success toward each goal.

Individual student progress shall be monitored by the classroom teacher, the principal of SST Corpus Christi, and the students. The school shall demonstrate student improvement on standardized tests and compare favorably with schools having similar student populations. The following tables indicate the student goals and strategies and describe how the progress will be measured relative to each student goal.

GOAL 1: READING

Student Goals: Student proficiency and achievement in reading will improve

Strategies	Performance Measure
1-Teachers will develop individual instructional plans for all students who require remediation or enrichment.	Performance on daily practice activities.
2-Teachers will instruct all students at instructional reading levels.	
3-Expose all students to a wide variety of literary genres.	Classroom logs of family/at home reading time
4-Specially trained teachers will employ strategies in reading to meet the needs of individual learners.	
5-Complete TAKS Item analysis to determine program strengths and areas of concern.	Varied writing assignments, portfolios, exhibition, and standardized tests
6-Family at home reading will be encouraged	
7-A school-wide celebration of reading will occur.	

GOAL 2: WRITING

Student Goals: Student proficiency and achievement in written language will improve

Strategies	Performance Measure
1-Complete TAKS item analysis to determine program strengths and areas of concern.	Classroom assessments
2-Students will practice writing daily.	

3-Special trained teachers will employ differentiation strategies in writing across all curriculum areas to meet the needs of individual learners, including LEP, G/T, Special Education, and Dyslexic.	Varied writing assignments, portfolios, exhibition, and standardized tests
4-Teachers will demonstrate and model examples of good writing across grade levels.	
5-Teachers will use targeted writing skills across grade levels.	
6- Writing will be integrated into other curricular areas.	
7- Maintain student-writing portfolios.	

GOAL 3: MATHEMATICS

Student Goals: Students will demonstrate improved math skills

Strategies	Performance Measure
1-Every grade level will increase the use of math manipulatives.	Performance on daily practice activities.
2-Students will complete daily problem solving activities in the grade levels.	
3-Specially trained teachers will employ strategies in math to meet the needs of individual learners, including BE, G/T, and Special Education.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations.
4-Complete TAKS item analysis to determine program strengths and areas of concern.	
5-Provide staff training to assist in the implementation of the new math adoption.	
6-Develop site-based pre and posttests for math skills at each grade level.	
7-Start a Math Olympics team after school program.	

GOAL 4: SCIENCE

Student Goals: Students will improve in gathering research, understanding content, and making connections.

Strategies	Performance Measure
1-Teachers will increase the number of hands-on activities and investigate labs at every grade level.	Classroom assessments
2-Implement technological applications as appropriate.	
3-Teachers will implement activities and provide resources to meet the individual needs of all students, including LEP, G/T, and Special Education.	
4-Staff will continue to develop technical skills through in-service, training, classes, and mentors.	
5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Essays, exams, standardized tests, portfolios, exhibitions, lab

practical and oral examinations.

GOAL 5: TECHNOLOGY INTEGRATION

Student Goals: Students will use technology as an integrated tool in learning and teaching

Strategies	Performance Measure
1- Staff will continue to develop technical skills through in-service, training, classes, and mentors.	Classroom documentation of usage
2- Staff will utilize school technology and the district technology specialist.	
3- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Check list of classroom software use
4- Staff will investigate to inform and facilitate discussion surrounding the issue of computer lab vs. classroom technology.	Pre/Post keyboarding assessment in grades 4 and 5
5- Purchase and utilize needed software, hardware, and technology tools.	Hardware and software inventory
6- Support and encourage after school parent and student computer use.	
7- Assign a staff member to monitor the computer lab.	

GOAL 6: CITIZENSHIP

Student Goals: The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.

Strategies	Performance Measure
1-Counselor will provide weekly lessons and morning announcements to all students.	Narratives, notebook
2-Students will develop leadership skills through character education and Student Council.	
3-Counselor and DARE program will promote responsible behavior including violence and drug prevention.	
4-Diversity Club will promote cultural awareness by highlighting various cultures in the community.	Volunteer hours
5-Students will participate in community service projects via Club activities.	
6- The principal will plan avenues for effective communication among parents, staff and administration.	Possible Parent Council parent involvement survey
7- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.	
8-Character education offered to middle school grades.	Narratives, notebook

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SEE INSERT.

GOAL 7: ATTENDANCE

Strategies	Performance Measure
1-Maintain current monitoring of attendance by staff.	Daily recording and Informing parents monthly and immediately if student is not attending regularly
2-Maintain current recognition of attendance and current incentives.	
3-Teachers will conference with parents.	

GOAL 8: PARENT INVOLVEMENT

Strategies	Performance Measure
1-Home visits planned.	Recording number of home visits and parent/teacher conferences during the year
2-Participate social activities among triad.	
3-Parent/teacher conferences.	

GOAL 9: EXTRA CURRICULAR ACTIVITIES INVOLVEMENT

Strategies	Performance Measure
1-Extracurricular activities offered after school.	Recording number of extracurricular activities offered and number of students taking part in these activities.
2-Competitions/contests with other schools/organizations.	

GOAL 10: CAREER AND TECHNOLOGY (CATE) COURSES

Strategies	Performance Measure
1-CATE course planned and offered.	Recording number of home visits and parent/teacher conferences during the year

GOAL 11: ADVANCED COURSES

Strategies	Performance Measure
1-Pre/AP and AP course planned and offered.	Recording number of advanced courses offered. Recording number of students taking these advanced courses. AP Exam course grades.
2-Dual credit programs established with area higher education institutions.	
3-Advanced electives such as robotics offered.	

Student Goals

Contingency: P. 128 Explain, "Daily recording and informing parents monthly and immediately if students are not attending regularly."

Response: P. 128 The statement that daily recording and informing parents monthly and immediately if students are not attending regularly is deleted and replaced with

Daily recording of attendance and informing parents monthly of students' attendance and immediately notifying parents if students are not attending regularly.

This measure aims to explain how the school will monitor attendance and absenteeism issues. Daily record keeping of attendance forms the backbone of school's attendance policy; notifying parents of their children's attendance monthly serves as a proactive measure; immediate notification of absenteeism issues functions as an urgent remedy.

Student Goals

Contingency: P. 128 Explain how home visits are a performance measure for career and technology courses.

Response: P. 128 The statement that recording number of home visits and parent/teacher conferences during the year aims to serve the following function:

The school staff will disseminate information about career and technology courses during home visits. This will help students and parents shape students' future career goals. The staff will also discuss outstanding issues of students' academic performance that includes those of career and technology courses.

5. HUMAN RESOURCES INFORMATION

School Officers

- a) **Submit, as part of Attachment A, a notarized biographical affidavit for each school officer.**

Notarized Biographical Affidavits for members of the governing body of the sponsoring entity is submitted in **Attachment A**. School officers have not been hired yet. The School of Science and Technology Corpus Christi's Officers will be identified and their affidavits will be provided to TEA prior to the opening of the school.

- b) **Provide a complete job description, including qualifications required, for all school officer positions.**

The school officers of the School of Science and Technology Corpus Christi will be a superintendent, a principal, assistant principals, and a business manager. Additional administrative staff and positions may be added as the enrollment increases. School officers must have a *minimum* of a bachelor's degree. Following is a list of roles and responsibilities of the school officers. Non-delegable duties that are listed in TAC §100.1033(6)(C) will be supervised by the Board of Directors of the sponsoring entity.

CEO/SUPERINTENDENT:

Primary Role and Purpose: The CEO must

- Have minimum of a bachelor's degree.
- Have a sound experience of school operation and management.
- Share the vision of SST and lead the mission of the school in the school and the community.

The CEO will serve as a curriculum leader of the proposed school and be responsible for the duties of superintendent, including the following duties:

Skills:

- Knowledge of school law, finance, and curriculum.
- Ability to manage budget and personnel.
- Ability to interpret policy, procedures, and data.
- Outstanding organizational, communication, public relations, and interpersonal skills.

Responsibilities and Duties:

Board Relations:

- Communicating and advising the Board
- Directing, hiring, discharging recommendations to the Board
- Implementing directives from the Board

Human Resources Information /

Question 4: Section 5.a (page 129) indicates the following school officer positions: superintendent, principal, assistant principals, and a business manager. In addition, pages 132 and 137 include complete job descriptions for these positions. However, the budgets submitted in Attachment N (Year 1) do not include amounts for a principal or business manager position. If approved for a charter, explain the discrepancies noted.

Response: Please note that multiple tasks in this chart can be performed by the same person if the need arises. In the initial years of operation, superintendent will also act as principal as one of the assistant principals will also act as business manager.

- Prepare reports and assist the board in evaluating the effectiveness of school programs.
- Keep the board continuously informed on issues, needs, and operations.
- Compile board agendas and meeting materials with the board president.
- Prepare board agendas and meeting materials in cooperation with the board.
- Recommend policies to the board for adoption and oversee the implementation of adopted policies
- Prepare and submit annual proposed budget to the boards.
- Attend and participate in all board meetings except closed meetings from which the superintendent is excluded, such as when the Board wants to discuss the superintendent's contract or evaluation privately.
- Advise charter staff on all litigation or potential litigation unless board instructs otherwise.
- Collaborate with the board in monitoring individual and team training needs. Provide training opportunities.

Instructional Leadership:

- Be knowledgeable about all aspects of the instructional program and analyze data to continuous focus on improving student academic performance.
- Work with staff, board, parents, and community to plan curriculum.
- Develop, evaluate, and revise the charter improvement plan annually with the input of all charter school committees.
- Compile reports and assist the board in the evaluation of the effectiveness of charter programs.

Personnel Management:

- Serve as a liaison between the Board and staff.
- Work with all advisory committees established by the Board
- Maintain authority over all employees and over programs they are responsible for implementing.
- Advise on the number and types of positions needed to fulfill the charter functions effectively and organize the charter's central administration.
- Encourage a positive work environment that promotes high staff morale and excellence in the charter.
- Employ non-contractual personnel. Advise contractual personnel of employment.
- Designate assignments for all personnel. Exercise final authority over transfer of educators due to enrollment shifts or program needs.
- Oversee the staff evaluation program.
- Oversee the termination or suspension of employees or non-renewal of term-contract personnel. Terminate non-contractual personnel.
- Demonstrate skill in anticipating, managing, and resolving conflicts.
- Dealing with discipline and mediating conflicts between parents, students, and teachers.
- Encourage all professional development activities.

School Improvement:

- Ensure that there is a continuous focus on improving student academic performance.
- Conduct periodic evaluations of all programs and operations to determine improvements needed to reach the goals of improvements plan.
- Use a collaborative decision-making and problem solving process when appropriate.
- Promote goal-oriented performance and support the achievements.
- Promote a positive working environment that fosters high staff moral and excellence.

Management of Administrative, Fiscal, and Facilities Functions:

- Be informed about all aspects of the instructional program.
- Develop and recommend pay systems, pay increases, or pay adjustments for personnel.
- Develop administrative procedures and regulations to manage school operations.
- Incorporate procedures and regulations to manage charter operations and apply policies adopted by the board.
- Ensure all essential documents are compiled as requested by the board, the Texas Education Agency, and other federal and state agencies and any records subpoenaed by a court of law.
- Compile and submit annual proposed budget to the charter board.
- Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy.
- Recommend the number and types of positions needed to carry out the School's aims effectively.
- Be informed of developments in state, federal and local laws.
- Ensure compliance with all applicable state and federal requirements.
- Ensure that the school plant and facilities are properly maintained and that adequate provision is made for safety of students, employees, and other users of school facilities.
- Keep informed on the status of charter property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

School or Community Relations:

- Develop and implement effective communication between the school, parents and the community.
- Promote community support and involvement with the school.
- Represent the school in activities involving other school systems, institutions, agencies, and professional or community groups.

Student Management:

- Work with staff, Board, and community to plan and implement support services for students.
- Ensure a favorable educational environment through the implementation of an equitable and effective system of student discipline management.

Professional Growth and Development:

- Pursue professional development through attending conferences, reading, and involvement with related agencies or organizations.
- Formulate, with the board, an annual professional development plan and assist the board in designing a process for evaluating the superintendent's performance.
- Encourage all professional development activities.

Charter Morale:

- Demonstrate skills in anticipating, managing, and resolving conflict.
- Assure ongoing communication with charter personnel.

Supervisory Responsibilities:

Maintain general supervision exercise authority over all charter employees and over programs they are responsible for maintaining. Ensure fiscal, academic and charter accountability to the board.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

PRINCIPAL:***Primary Role and Purpose:***

- Overall instructional program and manage operations and personnel at charter level.
- Demonstrate leadership to ensure high standards of instructional service.
- Ensure compliance with charter policies, success of instructional programs, and operations of all charter activities.
- Minimum Bachelors degree

Skills:

- Comprehensive understanding of curriculum and instruction.
- Capable of evaluating instructional program and teaching effectiveness.

- Capable of managing budget and personnel.
- Capable of coordinating campus functions.
- Capable of interpreting policy, procedures and data.
- Exceptional organization, communication, public relations and interpersonal skills.

Responsibilities and Duties:

Instructional Management:

- Oversee instructional and managerial program to validate effectiveness of program outcomes and use results to make adaptations.
- Collaborate with charter committee on planning, operation, supervision and evaluation of charter education program. Involve students and community members when appropriate.

School or Organization Morale:

- Establish resources and materials to aid teaching staff in achieving instructional goals.
- Encourage partnership and team building among charter members. Illicit their participation in decision-making process.
- Use effective communication practices with CEO, staff, students, parents and community.
- Articulate and advertise requirement for high-level performance to staff and students.
- Handle conflicts quickly and efficiently.

School or Organization Improvement:

- Collaborate with staff for united school improvement plan. Advise on planning activities and put programs in place to ensure charter mission goals are met.
- Recognize, review, and apply data to encourage school improvement.
- Plan and implement yearly charter objectives for each of the Academic Excellence Indicators using an effective planning process and site-based decision-making team.
- Provide information system and records enabling progress of performance objectives in relation to the Academic Excellence Indicator to be shown.

Personnel Management:

- Interview, choose and orient new employees. Confirm all personnel assigned to the charter.
- Instruct staff of performance requirements in relation to instructional strategies, classroom management and communication with the public.
- Hold employee evaluation conferences based on records of performance observations.
- Designate and promote charter staff members.

- Notify CEO on employees who need termination, suspension or non-renewal.
- Collaborate with appropriate committees to outline and implement activities for professional development.
- Collaborate with subordinates to plan and accomplish professional growth goals.

Management of Fiscal, Administrative and Facilities Functions:

- Abide by all state and federal law that apply to charter schools, Commissioner's Rules that apply to charter schools and local charter policy.
- Document needs of charter programs to develop accurate budget.
- Ensure compliance of budget guidelines. Maintain fiscal control. Report accurate fiscal information.
- Gather, manage and file all hardcopy and computerized reports, records and other documents required including accurate and timely reports of maximum attendance to requisitions textbooks.
- Ensure school facilities are managed effectively. Oversee facilities to ensure maintenance provides a clean and safe charter.

Student Management:

- Collaborate with staff and students to design a student discipline plan that encourages a positive learning environment and enhances student's behavior.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline as issued in accordance with the student handbook.
- Hold parent/teacher/student conferences in regards to the student and school issues.

Professional Growth and Development:

- Enrich job skills through professional development.
- Model professional, ethical and responsible behavior. Serve as an example for all charter staff.

Charter and Community Responsibilities:

- Convey the charter's mission to the public and encourage support in accomplishing the mission.
- Illustrate understanding of charter and community needs and begin activities to meet those needs.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

Oversee and assess the performance of charter employees, including but not limited to, assistant principal, teachers, counselor, librarian, instructional aides, clerical support staff and custodians.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

ASSISTANT PRINCIPALS:

Primary Role and Purpose:

- Assist charter principal in instructional program administration and charter level operations.
- Organize student activities and services.

Skills:

- Minimum Bachelors degree.
- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

Responsibilities and Duties:

Instructional Management:

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

Charter Atmosphere:

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

Charter Improvement:

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management:

- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management:

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Document needs of charter facilities in order to compile yearly budget with charter administrators and staff.
- Requisition of supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools and charter policy.

Student Management:

- Provide for supervision of students during non-instructional hours.
- Help students develop a positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.

Professional Development:

- Enrich job skills through professional development.

Charter and Community Responsibilities:

- Convey the charter's mission to the public and encourage support in accomplishing the mission.
- Illustrate understanding of charter and community needs and begin activities to meet those needs.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended and irregular hours.

BUSINESS MANAGER:

Primary Role and Purpose:

Oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management. Act as the chief financial adviser to the CEO and charter board.

Skills:

- Minimum Bachelors degree.
- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

Responsibilities and Duties:

Fiscal Management:

- Ensure CEO is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.

- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

Documentation and Law:

- Ensure policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local board policy in area of business operations are being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to TEA for submission.
- Draft quarterly and final reports for all federal funds.

Inventory:

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

Personnel Management:

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs:

- Show knowledge of charter and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.

- Extended or irregular hours.

c) Submit, as Attachment B, the sponsoring entity's organizational chart.

Please see the Attachment B.

d) Discuss the salary ranges, benefits, and any other forms of compensation for school officers, including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school.

Average salaries of Corpus Christi charters vs. State is reported in Table 5.1 below. A salary schedule is proposed based on the comparison of size and location of the area school districts and charter schools and tabulated in Table 5.2.

Table 5.1
Average Salaries of Charters in Region 2 vs. State of Texas (in Dollars)

	AVERAGE CENTRAL ADMIN. SALARY	AVERAGE SCHOOL ADMIN. SALARY	AVERAGE PROFESSIONAL SUPPORT SALARY	AVERAGE TEACHER SALARY
All Charters	56,475	44,623	31,143	31,534
State Excluding Charters	75,309	61,225	48,296	40,593
State Including Charters	74,728	60,822	48,039	40,478
All Charters in Region 2 (Corpus Christi)	67,145	55,918	45,845	39,659
Corpus Christi Montessori School	N/A	N/A	N/A	N/A
Dr. M. L. Garza-Gonzalez Charter School	66,667	52,704	24,357	30,288
Por Vida Academy	N/A	N/A	N/A	N/A
Richard Milburn Alter High School (Corpus Christi)	0	0	0	33,590
Seashore Learning Ctr Charter	47,300	0	0	27,462
Trinity Charter School	N/A	N/A	N/A	N/A

Source: Texas Education Agency, Division of Performance Reporting, Office of Accountability Reporting & Research, 2003–04 School District Profiles, Snapshot 2004.

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

Table 5.2
Proposed SST Schools Salary Schedule

SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI						
Experience	Teachers			Administrators		
	Bachelors	Masters	Doctorate	Bachelors	Masters	Doctorate
0	26,500-32,500	28,000-34,500	31,000-42,000	33,000-45,500	35,500-47,500	38,000-49,500
1	27,000-35,000	29,500-36,000	33,000-48,500	36,500-49,000	38,000-51,000	41,500-55,000
2 - 3	27,000-36,000	30,500-39,000	35,000-52,000	39,000-52,500	40,500-54,000	43,500-59,500
4 - 6	28,000-40,000	29,000-42,500	38,000-55,500	42,500-55,500	44,500-57,500	46,000-63,000
7 - 9	31,000-45,000	32,500-47,500	41,500-58,000	45,000-58,500	46,000-59,500	48,500-69,500
10 - 13	34,500-49,000	35,000-52,500	44,000-61,500	48,000-61,000	50,000-62,500	52,500-77,500
14 - 17	38,000-50,000	37,500-53,000	47,000-65,000	51,500-65,500	52,500-66,500	55,500-83,500
17 - 20	40,500-53,500	39,000-57,000	51,500-68,000	54,000-69,500	55,500-71,500	58,500-89,000
20+	41,500+	44,500+	54,000+	57,000+	59,500+	63,000+

Superintendent's salary may range from \$45,000 up to 95,000 depending on experience degree and previous achievement. Board of directors may decide final decision regarding salary and the benefits for the superintendent.

Benefits will be determined annually by the sponsoring entity and may include health insurance (preferably TRS-Active Care), will include 5 sick or personal days. Additionally the school will meet all state and federal requirements regarding unemployment issues.

e) Describe professional development opportunities that will be offered to school officers.

School officers will be given the opportunity to participate in leadership and supervision workshops and/or conferences such as the annual charter school conference. Staff members at all levels will be expected to share their new knowledge with each other at subsequent meetings.

Besides SST Corpus Christi's administrative personnel will be encouraged to join organizations, such as Texas Association of School Board Officials (TASBO), Texas Association of School Administrators (TASA), etc., which aim to provide continuous and up-to-date support to school officials.

Education Service Center, Region 2 offers support services to school officers. SST Corpus Christi will work closely with Region 2.

School officers will also be required to participate in various workshops, training, conferences, and seminars (i.e., ILD, ILT, and leadership skills) throughout each school year. School officers will be mandated to meet and exceed the annual training hours that are required by the TEC

pg 3 from
S.A application

Human Resources Information

Question 5: Section 5.e (page ¹⁴⁰~~142~~), 5.k (page ¹⁵⁹~~161~~), and (page ¹⁶²~~164~~) discuss professional development for the following positions: school officers, teachers, PEIMS Coordinator, student attendance staff, and other staff. However, the budget was not properly itemized as instructed on 11.p of the charter application (the expenses for each entry were not supported with written calculations indicating how the amounts were derived). Discuss what positions were included in the budget for professional development.

Response: Budget line item 6219 includes professional development for the following positions: school officers (superintendent, principal, assistant principals, business managers), teachers, teacher aids, PEIMS coordinator, student attendance staff, and other staff. Please see budgets for Years 1, 2, and 3 in Attachments A, B, and C respectively.

§12.123. Following each training, the school officers will be required to disseminate information and share documents with other members of the school officers.

f) Explain the method(s) that will be used to evaluate school officers.

School officers will be evaluated on the basis of job performance, professionalism, and their efforts to contribute to the positive learning environment of the school. Especially the provisions of Subchapter BB issued under the Texas Education Code, 21.354 and 39.054, and the commissioner's recommended or established standards under the Code will be the main criteria in evaluation of the administrative personnel. The commissioner's recommendations include the following domains for evaluation of the school officers:

- Instructional management
- School or organization morale
- School or organization improvement
- Personnel management
- Administrative, fiscal and facilities management
- Student management
- School or community relations
- Professional growth and development
- Academic excellence indicators and campus performance
- School Board relations (for CEO)
- A student performance domain shall be included in the appraisal of Principals and Superintendents

CEO will monitor and evaluate the principal and the assistant principal while Governing Body of SST will directly evaluate the performance of the CEO.

The principal will be responsible evaluating his or her subordinates (i.e., assistant principals, special education coordinator, and teachers). The principals and school officers are ultimately responsible for enacting the goals of each campus such as academic, fiscal, and community outreach wise goals. The school officers will be evaluated according to the degree to which these goals are achieved.

g) Demonstrate that school officers, in conjunction with the governing bodies of the proposed school, understand that they are responsible for:

The governing body of School of Science and Technology Corpus Christi understands that they are ultimately responsible for management and administrative practices and reporting requirements listed below. The governing body of School of Science and Technology Corpus Christi and the school officers are responsible for the following:

1) student and school performance;

The School officers will be accountable for the performance of the school campus and will report to the Superintendent/CEO. As part of the annual evaluation process, goals, benchmarks and measures will be clearly delineated for measurement against actual performance. Baseline testing using a norm referenced pre-test/posttest will benchmark and measure student performance on a national scale; TAKS / RPTE / SDAA / LDAA / TAKSi, a criterion referenced test, will measure performance on achieving state academic standards; and AEIS indicators compiled as required by

the state. These objective measurements will be used to evaluate the performance of the principal and hold her or him accountable to the board for student and school performance. The Superintendent will be responsible to the Board of Directors for student success and academic performance for the school.

Texas Education Agency evaluates schools on state standards and reports the performance of each campus in a district and each open-enrollment charter school on the basis of the campus' performance on the indicators adopted under Sections 39.051(b)(1) through (7).

The State Board of Education shall adopt rules to evaluate the performance of school districts and to assign to each district a performance rating as follows:

- (1) exemplary (meets or exceeds state exemplary standards);
- (2) recognized (meets or exceeds required improvement and within 10 percent of state exemplary standards);
- (3) academically acceptable (below the exemplary and recognized standards but exceeds the academically unacceptable standards); or
- (4) academically unacceptable (below the state clearly unacceptable performance standard and does not meet required improvement).

The current SST campus was rated Exemplary. SST governing board and school officers will work towards achieving that the school and students performance of SST Corpus Christi meets the state exemplary standards as well.

2) management and administrative practices;

Charter schools must be operated in accordance with Texas law. Most of the state laws that affect charter schools are found in the Texas Education Code (TEC), but some are found in other areas of state statute. The *Texas School Law Bulletin*, which makes available in one document all laws relevant to the operation of schools, is compiled after each legislative session and distributed to school districts and charter schools.

Charter schools are also subject to portions of the Texas Administrative Code (TAC). The rules adopted by the State Board of Education (SBOE) and the commissioner of education are part of a larger body of state agency rules that are collected and published by the Office of the Secretary of State as the TAC. SBOE and commissioner's rules are codified in Title 19, Part II, of the TAC. The SBOE and the commissioner of education may adopt new rules or amendments to existing rules. While Title 19 TAC, Chapter 100 is the primary source of rules applying to open-enrollment charter schools, other chapters of Title 19 TAC address some charter school issues.

The governing body of SST will adopt policies, based on the law and regulations mentioned above, governing charter school operations. It is then the school officers who will be implementing these policies in operating the school. The Superintendent will be held accountable to the Sponsoring Entity for management and administrative practices. The Principal will be held accountable for his or her management and administration of the school. The Business Manager will be held accountable for the management and administrative practices of the business office.

3) student attendance accounting reporting requirements;

The school officers, in conjunction with the governing bodies of the proposed school, understand that all public school districts are required to adopt an attendance accounting system, whether

manual or automated, which includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. TEC §42.006(b)

It is also understood that attendance and contact hours will be reported on the student level for the entire school year through the Public Education Information Management System (PEIMS).

The superintendent of schools is responsible for the safekeeping of all attendance records and reports. The superintendent of schools may determine whether the properly certified attendance records or reports for the school year are to be filed in the central office or properly stored on the respective school campuses of the district. Regardless of where such records are filed or stored, they must be readily available for audit by the School Financial Audits Division of the Texas Education Agency (TEA). Auditors have the authority to examine attendance records for any year the district is required to retain records (Section II). **In the event errors are detected during the course of an audit, either an adjustment to subsequent allocations of state funds will be assessed or the district will be required to refund the total amount of the adjustment when the audit is finalized.** TEC §42.255, 19 TAC §129.21(m)

The Board of Directors and the School Officials will ensure that student attendance and reporting are done according to the Students Attendance Accounting Handbook published by the TEA. The school will have a clerk to perform daily attendance and other clerical duties.

Information for all Foundation School Program (FSP) attendance reports shall be made a part of the school's permanent records. Superintendents, principals, and teachers are responsible to their school board and to the state for maintaining accurate and current attendance records, regardless of the attendance accounting system in use. 19 TAC §129.21(a)

4) compliance with generally accepted accounting principles and generally accepted standards of fiscal management;

The officers and the sponsoring entity understand that the charter school's financial records must be kept in good order and must be reported in accordance with generally accepted accounting principles (GAAP). The annual audits must include the performance of certain audit procedures for the purpose of reviewing the accuracy of the fiscal information provided by the nonprofit charter school through the Public Education Information Management System (PEIMS).

The Sponsoring Entity will oversee all aspects of the fiscal management and have the Superintendent and the Business manager to develop financial statements and accounting that ensure compliance with state and federal reporting guidelines. The Superintendent is to ensure that generally accepted accounting principals and standards are adhered to and each campus will have an attendance clerk. The attendance clerk will perform daily attendance and other clerical duties.

5) compliance with special education and bilingual/English as a second language (ESL) program requirements;

The officers and the sponsoring entity understand that charter schools must serve special education students just as they would be served in a school district (34 CFR 300.18). While charter schools generally are not required to hire certified teachers unless otherwise stated in the charter application, this does not apply to special education teachers. All special education and related service personnel must be certified, endorsed, or licensed in the area or areas of assignment. This is true, regardless of the qualification requirements for other personnel at the

charter school (34 CFR 300.23; 19 TAC 89.1131). It is imperative that you employ knowledgeable staff members to implement the special education program.

The Texas Education Agency's Division of Special Education, in coordination with five other divisions, is responsible for assuring that the requirements of Public Law 105-17, Individuals with Disabilities Education Act (IDEA) Amendments of 1997, the Texas Administrative Code (TAC), and the Texas Education Code (TEC) are implemented so that all eligible students with disabilities receive a free appropriate public education (FAPE). This assurance is achieved in collaboration with the 20 regional education service centers that provide technical assistance support to the school districts and charter schools that provide direct services to eligible students with disabilities. To further assure that appropriate services for students with disabilities are provided, division staff members are involved in a number of statewide initiatives and coordinate implementation activities with other state agencies. TEC § 29.010.

Therefore it is the policy of the Sponsoring Entity that the Board of Directors and the School Officials shall ensure that the school develops and implements an IEP for each of its children with disabilities. The school officers shall ensure that the school establishes and implements procedural safeguards that meet the requirements of appropriate education codes. In addition, the school officers shall monitor compliance through procedures such as written reports and parent questionnaires.

Finally, the school officers will be responsible for ensuring that a child with a disability who is placed in the school program, is provided special education and related services ; 1) in conformance with an IEP that meets the requirements of appropriate education codes. 2) at no cost to the parents.

The officers and the sponsoring entity also understand that charter schools must identify limited English proficient (LEP) students based on state criteria Under Texas Education Code (TEC) Chapter 29, Subchapter B and 19 TAC §§ 89.1201-1265. The district must provide an appropriate bilingual education (BE) or English as a second language (ESL) program conducted by teachers certified for such courses. Districts receive a bilingual allocation for providing such instruction to be used for program and student evaluation, materials, salary supplements, etc. TEC § 42.153. Up to fifteen percent of the allotment may be used for indirect costs (transportation, administration, etc.).

Therefore it is the policy of the Sponsoring Entity that every student at SST Corpus Christi school who has a home language other than English and who is identified as limited English proficient shall be provided a full opportunity to participate in a bilingual education or English as a second language program, as required in the Texas Education Code, Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the Texas Education Code. §1.002(a), the school will; 1) identify limited English proficient students based on criteria established by the state; 2) provide bilingual education and English as a second language programs, as integral parts of the regular program as described in the Texas Education Code, §4.002; 3) seek certified teaching personnel to ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge required by the state; and 4) assess achievement for essential skills and knowledge in accordance with the Texas Education Code, Chapter 39, to ensure accountability for limited English proficient students.

The officers and the sponsoring entity understand teachers of BE/ESL must be certified in that field, regardless of the qualification requirements of other teachers at a charter school. Therefore bilingual and ESL teachers of SST Corpus Christi will be certified in their field.

6) financial accounting reporting requirements, including grant reporting requirements;

It is understood that charter schools report financial data through the Public Education Information Management System (PEIMS). The software used to gather and report financial data must be compatible with PEIMS data standards and must be capable of meeting the requirements discussed in the *Financial Accountability System Resource Guide* and the *Special Supplement To Financial Accounting and Reporting*.

Besides charter schools must submit an annual financial audit to Division of School Financial Audits of TEA within 150 days of end of each fiscal year.

If charter schools are receiving any grants under federal or state programs such as student support programs, special education, start-up funding, etc., any reports requested under these programs must be submitted.

Therefore the superintendent will prepare or cause to prepare a calendar to the Sponsoring Entity that includes all grants expenditure requirements to be reported to the TEA. The Business Manager will provide mid-year and/or final accounting reports to the TEA on a timely manner. The Business Manager will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the Board of Directors and will be considered during the annual review.

7) reporting requirements, including those through the Public Education Information Management System (PEIMS);

Most of the data TEA requests from school districts and charter schools are gathered using the Public Education Information Management System (PEIMS). PEIMS data are used for the Academic Excellence Indicator System (AEIS), Foundation School Program (FSP), statistical purposes, federal reporting, legislative requests, and audit purposes. Through PEIMS, schools report data including student demographic and academic performance, student attendance, personnel information, financial data, and organizational information.

PEIMS data are reported by all school districts and charter schools (in accordance with Texas Education Code (TEC) §42.006) at the district and/or campus level using vendor software of the school's choice. (TEA does not provide PEIMS software to school districts or charter schools, and it is the responsibility of each charter holder to purchase and correctly use appropriate software.) Establishing a solid relationship with the software vendor and the regional Education Service Center (ESC) PEIMS Coordinator is vital. Schools rely on the ESC PEIMS Coordinator for PEIMS/EDIT+ training and PEIMS data reporting. It is crucial that schools have a well-trained, competent staff member to manage PEIMS reporting.

Participation in PEIMS is mandated for Texas public schools. TEC §42.006(a) The *Handbook* incorporates the same codes that are defined in the *PEIMS Data Standards*, as they relate to attendance, and requires all attendance accounting systems to follow the same coding structure.

To ensure compliance with all TEA rules and regulations SST Corpus Christi will have an PEIMS Coordinator on campus. The PEIMS Coordinator will collate and prepare the necessary PEIMS submission and reports. The Principal will oversee the process to ensure that all reports are prepared in a timely fashion and are accurate.

8) reporting annual school and student performance to students, parents, and the public;

State law (TEC §39.053) requires each district's and charter school's board of trustees to publish an annual report that includes the AEIS report, campus performance objectives, a report of violent or criminal incidents, and information received from the Texas Higher Education Coordinating Board concerning student performance for the first year of college following graduation. The board of trustees for each district and charter school shall hold a hearing for public discussion of the report and the report should be released to the public.

Supplemental information to be included in the reports shall be determined by the board of trustees. Performance information in the annual reports on the indicators established under Section 39.051 and descriptive information required by this section shall be provided by the agency.

The report must also include a comparison provided by the agency of:

- (1) the performance of each campus to its previous performance and to state-established standards;
- (2) the performance of each district to its previous performance and to state-established standards; and
- (3) the performance of each campus or district to comparable improvement.

The report may include the following information:

- (1) student information, including total enrollment, enrollment by ethnicity, socioeconomic status, and grade groupings and retention rates;
- (2) financial information, including revenues and expenditures;
- (3) staff information, including number and type of staff by gender, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;
- (4) program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and
- (5) the number of students placed in an alternative education program under Chapter 37.

The report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

The Sponsoring Entity will have the Superintendent to prepare an annual report to inform the students, parents, and the public describing the educational performance of the school in a public meeting (i.e., an open house at the school location) . The annual report must include the performance rating of the school. The report shall include a comparison provided by the Texas Education Agency of a variety of performance, student, staff, and financial information. Supplemental information to be included in the reports shall be determined by the Sponsoring Entity.

9) distributing to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee;

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

The officers and the sponsoring entity understand that each open-enrollment charter school shall provide to the parent or guardian of each student enrolled in the school written notice of the qualifications of each teacher employed by the school. Texas Education Code, Sec. 12.130.

Besides, any campus that receives Title I, Part A funds must provide to each individual parent timely notice in the event that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified." The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

In order for a charter school teacher to be considered "highly qualified" under NCLB, the teacher must meet the state certification requirements as they apply to charter schools, as well as the NCLB requirements related to the bachelor's degree and the demonstration of competency. Charter school teachers have the same options for demonstrating competency as teachers in regular public schools.

It will be the policy of Sponsoring Entity to hire highly qualified teachers for SST Corpus Christi students. The Sponsoring Entity will ensure that the school will provide a notification to parents about the qualifications of each teacher employed by the school. The school will hold public meetings at the school location to introduce each teacher that are qualified to teach at School of Science and Technology Corpus Christi. The teacher resumes will be available for parents and public to review at the front office. Additionally, the resumes that address teacher qualifications will be posted on school's web page. Additionally the school will provide each parent with a timely notice in the event that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified." The notice and information provided to parents will be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Teachers and Other Instructional Staff

h) Provide complete job descriptions, including required qualifications, for all teachers and other instructional staff. If the job descriptions and qualifications for core academic subject area teachers and non-core academic subject area teachers differ, please include the job descriptions and qualifications for both types of teachers.

TEACHER

The Riverwalk Education Foundation will be in compliance with the *No Child Left Behind Act* and will seek to hire teachers that are highly qualified in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) area. Teachers who are employed at the school will have minimum bachelor's degree and will demonstrate competency in the area of assignment. Special Education and BE/ESL teacher will be certified or licensed in the area of assignment. Teaching faculty will be encouraged to seek Texas Teacher's Certification during their employment at the school.

The job descriptions and qualifications for core academic subject area teachers and non-core academic subject area teachers of School of Science and Technology do not differ. Therefore, the following applies to both.

Human Resources Information

Contingency: P. 147 Change the statement that says the charter school will provide the parent or guardian the qualifications of each teacher to stating that the qualifications of each professional staff member will be provided.

Response: P. 147 The statement that the Sponsoring Entity will ensure that the school will provide a notification to parents about the qualifications of each teacher employed by the school is deleted and replaced with

The Sponsoring Entity will ensure that the school will provide a notification to parents or guardians about the qualifications of each professional staff member employed by the school.

Primary Role and Purpose:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Qualifications:**Education:**

Minimum bachelors degree.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:**Instructional Strategies**

- Design, write and use lesson plans that conform to the charter's curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Texas Education Agency, charter policies and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.
- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Supervisory Responsibilities:

Oversee assigned teacher aide.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

All primary roles and major responsibilities are listed. Additional duties and skills may be required for each job.

SPECIAL EDUCATION TEACHER**Primary Role and Purpose:**

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Qualifications:**Education:**

Minimum bachelors degree.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Admission, Review, and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the ARD Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- *Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.*
- Participate in ARD Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

Classroom Management

- *Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.*
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.

- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Supervisory Responsibilities:

Oversee assigned special education aides and clerical employees.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

COUNSELOR

Primary Role and Purpose:

Develop, implement, and assess a comprehensive guidance program for the charter including counseling services. Promote a guidance program that shows students how their personal growth and development can be maximized.

Qualifications:

Education:

Minimum bachelors degree.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Responsibilities and Duties:

Guidance

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Human Resources Information

Contingency: P. 151 State the clerical employees who will be supervised by the special education teacher.

Response: P. 151 The "clerical employees" part of the statement is deleted. The new statement reads:

Oversee assigned special education aides.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Supervisory Responsibilities:

Oversee assigned counseling aides and clerical employees.

Job Related Conditions:

- Maintain control in stressful situations.

CURRICULUM DIRECTOR**Primary Role and Purpose:**

Lead and maintain overall instructional program of the charter. Ensure effective operations of the Curriculum and Instruction Department, which includes curriculum and staff development.

Qualifications:**Education:**

Minimum Bachelor's degree.

Skills:

- Developed knowledge of curriculum and instruction.
- Capable of managing budget and personnel.
- Capable of interpreting policy, procedures and data.
- Capable of evaluating instructional programs and teaching effectiveness.
- Capable of coordinating district functions.
- Effective communication, public relations and interpersonal skills.
- Strong background in educational technology.

Responsibilities and Duties:**Educational and Program Management**

- Supervise instructional and curriculum services to address students' needs.

- Devise, implement and evaluate instructional programs with teachers and principals, including objectives, strategies and assessments.
- Implement more effective teaching-learning process through research and data of content, sequence and outcomes.
- Collaborate with appropriate staff to devise, manage and evaluate curriculum documents based on systematic assessments.
- Collaborate with instructional staff in assessing and choosing educational materials to meet student learning needs.
- Verify the use of technology in the instructional process.
- Establish the necessary time, resources and materials to achieve educational goals and objectives.
- Verify that charter goals and objectives were derived from group problem-solving strategies when appropriate.
- Be active in the charter decision-making processes to initiate and assess the charter's goals and objectives and primary classroom instructional programs.
- Reinforce the efforts of others through support to achieve charter goals and objectives and campus performance objectives (academic excellence indicators).
- Collect and use assessment findings, including student achievement data, to evaluate curriculum and educational program success.
- Locate consultants, specialists and other community resources to aid principals and instructional staff in achieving objectives and goals.
- Ensure effective staff development programs that maintain the mission of the charter program assessment, outcomes, and collaboration from teachers and others.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy, in curriculum and instruction area are followed.
- Collect, manage and present all hardcopy and computerized reports, records and other documents required.

Budget

- Direct the curriculum and instruction budget and confirm that programs are cost efficient and funds are managed appropriately.
- Provide budgets and cost guidelines based on documented needs of program.

Personnel Management

- Draft, review and update job descriptions in curriculum and instruction department.
- Assess job performance of employees to guarantee efficiency.
- Aid with employment selection and training of personnel and make effective recommendations in regards to personnel assignment, retention, discipline and dismissal.
- Aid in the implementation of the teacher evaluation system.

Communication

- Ensure two-way communications with principals, teachers, staff, parents and community.
- Administer knowledge of conflict resolution with administrators, parents, teachers, staff and community.
- Maintain communication with other professionals to circulate professional research, ideas and information.

Community Affairs

- Convey charter's mission, instructional philosophy, and curriculum implementations strategies to the community and promote support in realizing the charter's mission.
- Illustrate understanding of the charter-community needs and begin programs to meet those needs.
- Establish use of productive and efficient skills to raise community and parent involvement.

Supervisory Responsibilities:

Oversee and assess the performance of instructional supervisors and support staff in the curriculum department.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

LIBRARIAN**Primary Role and Purpose:**

Oversee and maintain the school library/media center. Provide guidance and activities that allow students to develop skills in locating, evaluation, synthesizing and using information to solve problems. Act as teacher, materials expert and curriculum adviser to incorporate the library/media center as part of the instructional programs of the charter.

Qualifications:**Education:**

Minimum bachelors degree.

Skills:

- Working knowledge of library science.
- Capable of instruction and managing student behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:**Instruction**

- Instruct individuals and groups on the process of locating library resources and research techniques.
- Confer with teachers on material usage and advise on scheduling of classroom instructional materials.
- Direct library/media center users to appropriate resources and provide staff training on availability and use of charter education resources.

Library Programs

- Meet identified needs of staff and students through planned school library program.
- Aid in compiling bibliographies and curriculum guides.

- Maintain acquisitions, processing, organizing, distribution, maintenance and inventory of resources.
- Design and implement a resource file from the community.
- List schedules for instructional television programs and monitor use of video programs for educational purposes.
- Develop a library/media center environment that is dedicated to effective education practices through proper maturity and interest levels of the student.
- Seek community and parent involvement through appropriate and effective means.

Student Management

- Implement discipline in compliance with charter policies and regulations.
- Encourage positive student attitudes toward the school library.

Administration

- Assess program needs to calculate budget and cost estimates.
- Gather, manage and file all reports, records and other documents required.
- Abide by federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools and charter policy in the library/media services area.
- Plan and implement an ongoing assessment of the library/media center program and make adaptations based on the results.
- Abide by all charter routines and regulations.

Communication

- Display positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Supervisory Responsibilities:

Supervise clerical aides, student aides and volunteers.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.

SPECIAL EDUCATION AIDE

Primary Role and Purpose:

Primary role and purpose of a Special Education Aid is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The Special Education Aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aid will work under direct supervision of a certified teacher and indirect supervision of the principal.

Qualifications:

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.

- Able to use general office equipment.

Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.
- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

SCHOOL NURSE

Primary Role and Purpose:

Provide complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Qualifications:

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Responsibilities and Duties:

Nursing Services

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by Texas Department of Health, Texas Education Agency and charter policy. Make referrals as necessary.
- Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

- Assist in drafting of charter health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the charter administration.
- Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- Ensure correct program administration by following program charter procedures.
- Oversee nurse aides and ensure training of clinic policies according to charter regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- Maintain clinic inventory as needed by requisition of supplies and equipment.
- Abide by policies established by federal and state laws that apply to charter schools, Texas Department of Health rule that apply to charter schools, Commission's Rules that apply to charter schools and local charter policy in health services area.
- *Inform principal of potential health and safety hazards.*
- Abide by all charter routines and regulations.

Professional Development

- Keep current CPR, vision and hearing screening and health screening certification.

- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.
- Possible exposure to bacteria and communicable diseases.

ATTENDANCE (DATA ENTRY) CLERK

Primary Role and Purpose:

Perform data entry including accounting, personnel, budget, demographics or Public Education Information Management System (PEIMS) data; attendance; or grades into computer databases with direct supervision.

Qualifications:

Skills:

- Capable of using a personal computer to design and maintain spreadsheets, databases and complete word processing.
- Efficient typing, keyboarding, file maintenance and 10-key skills.
- Able to comply with established deadlines.

Responsibilities and Duties:

Documentation and Reports

- Using appropriate technology to enter alphabetic, numeric or symbolic data from source document.
- Validate and record results according to charter guidelines.
- Identify and edit corrections in original data prior to processing.
- Identify deficiencies in source documents and relay them to originator for correction.
- Publish reports using database information including attendance reports, class or personnel roster, end-of-semester reports or accounting reports.

Other

- Ensure confidentiality.

Supervisory Responsibilities:

- None

Job Related Conditions:

- Prolonged computer time.

TEACHER AIDE

It is the job of the teacher's aide to assist teachers with classroom instruction. They provide additional assistance with students who need extra help mastering lessons. They also provide an added level of safety in the classroom during activities that require additional supervision.

Teacher's aides also help in the assessment and evaluation of students by assisting with grading and monitoring student progress.

i) Explain the manner in which the school will distribute to parents information related to the qualifications of each professional employee of the program, including any degrees or certifications held and any relevant experience.

The classroom teachers and other instructional staff will possess a minimum of a bachelor's degree from an accredited college or university. They will be encouraged to seek Texas Teacher's Certification during employment. It is anticipated that all the teaching staff will be experts in the field of learning and will provide evidence of success with experience in the field. Exceptions would be made with Superintendent recommendation and approval of the Board when a degreed person is not available for employment and the educational process could be adversely affected.

Teachers must be qualified to execute instructional strategies, strategies for student growth and development, strategies for classroom management and organization, strategies for policy implementation, and possess good communication skills.

All parents or guardians of each student enrolled in the school will be sent a written notice regarding the qualifications of each teacher employed by the school at the beginning of the school year. In addition to that, same information will be posted on the school web site so that anyone including parents do have access at all times.

The superintendent will be responsible to provide a written notice to the parents or guardians of each student enrolled at SST Corpus Christi about the qualification of the teacher employed by the school. The school will be in compliance with TEC, §12.130. Additionally resumes of each teacher will be made available at the front office for parents and public to review.

j) Discuss the salary ranges, benefits, and any other forms of compensation for teachers, including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school.

Salary analysis presented in tables 5.1 and 5.2 has been used in determining the salary range for instructional staff.

Teachers and other instructional staff are the most critical assets of an educational institution that determine the quality and success of such an institution in large extent. Because of this reason we will hire the best academic personnel that is available in our region, subject to our budget constraints. In order to hire the outstanding teachers we are planning to pay salaries, which will not be lower than those of the teachers in the public schools of the region. We will also hire paraprofessionals if necessary and they will also be paid very competitively. Both for teachers and other instructional staff we will pay in the range \$30,000-\$70,000 depending on experience, qualifications and competence. Besides, 1-3 paid weeks, comprehensive medical benefits, and retirement plan will be provided. Additionally the school will meet all state and federal requirements regarding unemployment issues.

k) Describe professional development opportunities that will be offered to teachers and other instructional staff.

The Board of Directors believes that professional development opportunities provide teachers the

**APPROVED DURING CONTINGENCY
PROCESS**

Human Resources Information

Contingency: P. 159 Change the statement that says the charter school will provide the parent or guardian the qualifications of each teacher to stating that the qualifications of each professional staff member will be provided.

Response: P. 159 The statement that all parents and guardians of each student enrolled in the school will be sent a written notice regarding the qualifications of each teacher employed by the school at the beginning of the school year is deleted and replaced with

All parents and guardians of each student enrolled in the school will be sent a written notice regarding the qualifications of each professional staff member employed by the school at the beginning of the school year.

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

skills to enhance student learning. Thus the superintendent will make every effort to provide best possible professional developments opportunities for teachers. Professional development will be essential in core subject areas and will be emphasized throughout the school year. Staff members will be required to attend professional development activities designed to meet the needs of the staff as curriculum is developed and as additional skills are needed to serve the student body. Staff will evaluate these sessions for effectiveness, and the results of these evaluations will provide the basis for designing professional development activities. The budget provides for contractual resources and supplies for staff development. The school will encourage staff members to make recommendations for future development activities. Teachers and counselors will be asked to attend staff development in the following areas: developmentally appropriate practices, learning styles/instructional strategies, the integration of technology into curriculum and instruction, conflict resolution and parent conferences, and curriculum development.

Every teacher will be given the opportunity to attend at least one workshop or conference off campus, with selected staff members attending the annual charter school conference. Staff members at all levels will be expected to share their new knowledge with each other at subsequent meetings.

The superintendent along with the principal will bring colleagues, mentors, and outside experts to the school to provide up to date and research based applications. Faculty and staff will also be encouraged to participate in professional development workshop at Region 2, Texas A&M Corpus Christi and other locations. Technical assistance will be sought from Charter School Resource Center of Texas and Association of Charter School Educators. Teachers and administrators will be encouraged to attend state conferences and TEA sponsored staff development.

The School Officers will be committed to pursue of a new and innovative instructional strategies and pedagogy that support the philosophy of the school.

1) Explain the method(s) that will be used to evaluate teachers and other instructional staff.

We have modified the Professional Development and Appraisal System (PDAS) recommended by the Texas Education Commissioner in order to evaluate our teachers and instructional staff. Since the PDAS criteria acknowledge broad-based tasks that teachers routinely perform that go beyond classroom teaching, it is considered very appropriate for teachers. However PDAS is not intended to evaluate instructional staff other than teachers. Because of this reason we will not use it in order to evaluate staff such as librarians, speech pathologists and counselors.

Each teacher will be appraised each school year by CEO and/or principal. Whenever possible, an appraisal will be based on the teacher's performance in fields and teaching assignments for which he or she is certified.

- Domains of the PDAS instrument for teacher evaluation include:
- Domain I: Active, Successful Student Participation in the Learning Process
- Domain II: Learner-Centered Instruction
- Domain III: Evaluation and Feedback on Student Progress
- Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials
- Domain V: Professional Communication

APPROVED DURING CONTINGENCY
PROCESS

Human Resources Information

Contingency: P. 160 Tell how the instructional staff other than teachers will be evaluated.

Response: P. 160 The instructional staff other than teachers will be evaluated by the same modified PDAS developed by the school as explained on page 160. The domains of this appraisal system as explained on page 160 apply to both teachers and other instructional staff.

The statement that each teacher will be appraised each school year by CEO and/or principal is deleted and replaced with

Each teacher and instructional staff member will be appraised each school year by CEO and/or principal.

- Domain VI: Professional Development
- Domain VII: Compliance With Policies, Operating Procedures and Requirements
- Domain VIII: Improvement of Academic Performance of All Students On The Campus

PEIMS Coordinator, Student Attendance Staff, and Other Staff

m) Provide complete job descriptions, including selection criteria, for the Public Education Information Management System (PEIMS) coordinator, student attendance staff, and other staff.

The PEIMS Coordinator will be a full time employee who also functions as the Registrar. At the beginning PEIMS coordinator will also work as student attendance staff, but as the number of enrollments increases, we will hire an additional employee with similar qualifications as student attendance staff.

Qualifications for other staff include possession of appropriate education and certification and special knowledge and skills in their particular job position. Experience in the field may also be required as necessary. PEIMS Coordinator's salary will be coded under administrative salaries. PEIMS Coordinator's salary will be in between \$20,000-\$60,000 depending on years of experience, qualifications, and competence.

PEIMS COORDINATOR

Primary Role and Purpose:

Manage the collection and reporting of district Public Education Information Management System (PEIMS) data.

Qualifications:

Education:

Minimum high school diploma or experience in the field.

Skills:

- Able to manage accurate and suitable records.
- Capable of using personal computer to design spreadsheets, databases, and do word processing.
- Effective typing, keyboarding, and file maintenance skills.
- Able to meet established deadlines.
- Exceptional organizational, communication, and interpersonal skills.

Responsibilities and Duties:

Documentation

- Manage the collection, incorporation and formation of all data required for PEIMS submission according to *PEIMS Data Standards*.
- Collaborate with campus, business office and personnel office staff to collect, organize and format data required to submit district PEIMS data in a timely manner.

Human Resources Information

Contingency: P. 161 Provide a job description for the secretary as this position is listed on organizational chart.

Response: P. 161 The following statement is inserted on page 161.

SECRETARY

Primary Role and Purpose:

Provides administrative and secretarial support to faculty and administrative staff, including office work flow, appointments, correspondence, manuscripts, data compilation.

Qualifications:

Education:

Minimum high school diploma.

Skills:

- Able to manage accurate and suitable records.
- Capable of using personal computer to design spreadsheets, databases, and do word processing.
- Effective typing, keyboarding, and file maintenance skills.
- Able to meet established deadlines.
- Exceptional organizational, communication, and interpersonal skills.
- Communication skills using the spoken word

Responsibilities and Duties:

Documentation

- Coordinates office activities.
- Compile attendance data and forward it to PEIMS coordinator.
- Maintains calendar, schedules appointments and meeting rooms.
- Makes travel and accommodation arrangements.
- Uses personal computer to prepare manuscripts, statistical reports, tables, and charts.
- Locates and compiles information and formats reports, graphs, tables, records and other sources of information.
- Assembles and categorizes facts and figures for written computation and calculations.
- Uses various software applications, such as spreadsheets, relational databases, statistical packages, and graphics packages to assemble, manipulate and/or format data and/or reports.

APPROVED DURING CONTINGENCY PROCESS

- Maintains records through filing, retrieval, retention, storage, compilation, coding, updating and destruction.
- Types routine correspondence and reports from dictation or handwritten copy using personal computer.
- Operates office equipment such as photocopier, fax machine, and calculator; coordinates the servicing of equipment.
- Operates personal computer to access e-mail, electronic calendars, and other basic office support software.

Other

- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy.
- Gather, manage and file all hardcopy and computerized reports, records and other documents required.
- Completes various request forms for office supplies and equipment as directed.
- Answers telephone, screens callers, relays messages, and greets visitors.
- Opens, sorts and screens mail.

Supervisory Responsibilities: None.

Job Related Conditions:

Prolonged use of computer.

Sitting in a normal seated position for extended periods of time

- Provide accuracy of information through editing, reports and verifications of data.
- Ensure appropriate staff receives edits and reports for analysis, verification and corrections.
- Prepare and submit by computer complete PEIMS data in Texas Education Agency (TEA)-prescribed format to education service center (ESC) for processing.
- Validate data submitted to TEA and submit corrections in a timely manner.

Training and Technical Support

- Ensure charter staff training and support for processing *PEIMS* data.
- Receive and distribute PEIMS-related information for ESC and TEA, including updates to *PEIMS Data Standards*, in a timely manner.
- Attend all regional PEIMS workshops and distribute information to appropriate staff.

Other

- Abide by all policies established by federal and state law that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy.
- Gather, manage and file all hardcopy and computerized reports, records and other documents required.

Supervisory Responsibilities: None.

Job Related Conditions:

Prolonged use of computer.

n) Discuss the salary ranges, benefits, and any other forms of compensation for PEIMS coordinator, student attendance staff and other staff not already addressed including an analysis of salary and benefits for schools comparable in size and location to the proposed charter school.

Salary analysis presented in tables 5.1 and 5.2 has been used in determining the salary range for the PEIMS coordinator, student assessment staff, and other staff. SST Corpus Christi will pay in the range \$20,000-\$60,000 depending on experience, qualifications and competence for these staff members. Other benefits include 1-3 paid weeks, comprehensive medical benefits, and retirement plan. Additionally the school will meet all state and federal requirements regarding unemployment issues.

o) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and other staff not already addressed.

PEIMS coordinator, student attendance staff, and other staff will attend any conference, or workshop in their relevant field of interest. Education Service Center Region 2 supports the PEIMS and attendance reporting and record keeping. Services and trainings provided by this agency are vital and beneficial to PEIMS coordinator and attendance officer. Therefore, local ESC, Region 2 will be the first point of contact for professional development.

The PEIMS Coordinator, attendance clerk, and other staff will be required to attend workshop, training, and seminars along with professional workshops that are offered at the school. Following the employment of the PEIMS Coordinator and attendance clerk will be trained in the rules and regulations regarding attendance tracking, transcripts, grade reporting, admissions

procedures, creation and maintenance of cumulative folders. All support staff will be given confidentiality and security training that will cover relevant state and federal laws.

PEIMS Coordinator will work closely with ESC personnel to submit accurate data. Technical assistant will be requested from the Charter School Resource Center of Texas (CSRCTX) and Association of Charter Educators (ACE) as needed.

p) Explain the method(s) that will be used to evaluate the PEIMS coordinator, student attendance staff, and other staff not already addressed.

PEIMS coordinator and other staff will be evaluated on the basis of job performance, professionalism, and their effort to contribute to the success of the school. The CEO of the organization will evaluate PEIMS coordinator. The other personnel will be evaluated by their supervisors. PEIMS Coordinator, attendance clerk, and other staff will be evaluated based on:

- job performance,
- professionalism, and
- their effort to contribute to the success of the school.

PEIMS error rate will be a good indicator of job performance for the PEIMS Coordinator. The Superintendent or principal will be responsible evaluating PEIMS coordinator. The other personnel will be evaluated by their supervisors. The following criterias will be used evaluating PEIMS Coordinator's;

- Ability to meet PEIMS timelines
- Ability to meet Student Attendance report timelines.
- Ability to generate grading reports within timelines.
- Proficiency in the use student application software.
- Ability to generate ADA and other reports timely.
- Ability to work with various data input sources.
- Ability to verify and reconcile data (ex. Daily attendance).
- Ability to work with students, parents, school personnel and community.
- Ability to work under pressure.
- Work cooperatively with campus, business office, and personnel office staff to collect, organize and format data required to submit District PEIMS data in a timely manner.
- Run edits, reports, and verification checks on data to ensure accuracy of information.
- Distribute edicts and reports to appropriate staff for analysis, verification and corrections.
- Submit complete and accurate PEIMS data in Texas Education Agency (TEA) prescribed format to ESC for processing using computer terminal or personal computer.
- Attend all regional PEIMS workshops and disseminate information to appropriate staff.

The student attendance staff/secretary will be trained and evaluated by the Principal, using Locally Developed Appraisal System (LDAS). The student attendance staff is required to know the procedures and aspects of the education code related to attendance accountability. They will be monitored for accuracy and reliability in maintaining student records and attendance records.

6. GOVERNANCE

Governing Body of the Sponsoring Entity

a) List the members of the governing body of the sponsoring entity. Submit, as part of Attachment A, a notarized biographical affidavit for each member of the governing body of the sponsoring entity.

President: Turgay Korkmaz, Ph.D.
Vice President: Christopher John Gieseke
Secretary: Kamil Yilmaz
Treasurer: Ayhan Oruc
Member: Roland Umit Campos

Please see Attachment A (Notarized Biographical Affidavit for each Member of the Governing Body of the Sponsoring Entity).

b) If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as described in response to item "a)" in Section 8 Geographic Boundary).

The sponsoring entity is not an out-of-state organization.

c) Submit, as Attachment C, the 501(c)(3) determination letter from the IRS or a statement that this is not necessary because the sponsoring entity is an institution of higher education or a governmental entity.

Please see Attachment C (501(c)(3) Determination Letter from the IRS).

d) Submit, as Attachment D, the original Articles of Incorporation filed with the Texas Secretary of State, any Restated Articles of Incorporation, and any Articles of Amendment. If the sponsoring entity has amended its original Articles of Incorporation and does not submit both the original Articles of Incorporation and all of the documents reflecting the amendments, this attachment will be considered incomplete. Comparable documents must be submitted if the sponsoring entity is a nonprofit corporation incorporated in another state. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

Riverwalk Education Foundation has not amended its original Articles of Incorporation. Please see Attachment D (Articles of Incorporation).

e) Submit, as Attachment E, a complete copy (originals and any amendments) of the bylaws of the sponsoring entity. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

Riverwalk Education Foundation has amended its original bylaws Please see Attachment E (Original and Amended Bylaws of the Sponsoring Entity).

f) State the approximate date on which the sponsoring entity was incorporated or established.

The sponsoring entity (Riverwalk Education Foundation) was established on September 6, 2002.

g) Describe the purpose for which the sponsoring entity was established.

The Riverwalk Education Foundation (REF) was established exclusively for charitable, scientific, and educational purposes by a group of dedicated educators and community members who are concerned about social, economic, health and educational welfare of the children of Texas. The Board of Directors of the REF is dedicated to quality education and promotes science, mathematics and technology education in school environments. Within this frame of primary objective, the foundation was established to conduct the followings:

- a. Establish open enrollment charter schools in order to have a positive impact on education and to emphasize importance and increase awareness of technology, mathematics, science among students and parents.
- b. Provide free of charge after school activities such as SAT and PSAT preparation courses and,
- c. Organize supplemental after school tutorials in core subjects (i.e., Math, Science, English, Social Studies).

The ancillary purpose is to perform charitable activities within the meaning of Internal Revenue Code Section 501(C)(3) and Texas Tax Code Section 11.18(C)(1), consistent with the primary purpose listed above.

No part of its net earnings of shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall conduct propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

h) Describe the activities in which the sponsoring entity has been engaged in the past and in which it is currently engaged.

Within the abovementioned frame of primary objectives, The Riverwalk Education Foundation has been conducting the followings:

- a. Establishing an open enrollment charter school (School of Science and Technology, in San Antonio, Texas). This school has started in Fall 2005. Currently, it serves grades 6 through 9 and according to its charter, it will add an upper grade level each year , eventually serving grades 6 through 12 with a particular emphasize on technology, mathematics, science education. This school was rated "Exemplary" under the 2006 state accountability system.
- b. The foundation engages in several after school activities such as (i) offering free SAT and PSAT preparation courses; (ii) organizing supplemental courses in core subjects (i.e., Math, Science, English, Social Studies). Currently, these services are offered to the middle and high school students only. The Board Members are planning to provide similar services to the elementary students upon approval of this proposal.

REF is planning to establish a study center to increase awareness of science, mathematics, and technology education in schools. REF will organize workshops for teachers, students, and administrators of local public schools. REF will provide supplemental courses in the area of math, science, and technology. These courses will be taught either after school hours or weekends depending on availability of students and educators. Additionally, REF will organize computer tutorials and career technology workshops for students and parents. Some technology workshops and other courses will be provided by experts and university professors. REF will collaborate with local and regional universities such as Texas A&M University Corpus Christi and University of Texas at San Antonio through Board President Dr. Korkmaz who works there.

i) Disclose whether the sponsoring entity has operated a private daycare, private school, public daycare, or public school.

The Riverwalk Education Foundation has not operated a private daycare, private school, public daycare, or public school. As mentioned in the previous section, The Riverwalk Education Foundation has been operating a charter school in San Antonio, Texas since 2005.

j) Disclose whether the sponsoring entity is a religious or faith-based organization or engages in any activities with a religious purpose.

The Riverwalk Education Foundation, in whole or part, is not a religious or faith-based organization, is not affiliated with any religious organization, and does not engage in any activities with a religious purpose.

k) Discuss any litigation in which the sponsoring entity has been involved.

The Riverwalk Education Foundation has not been involved in any litigation.

l) Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

The Sponsoring Entity has not been sanctioned by any state regulatory agency.

m) Describe the initial incorporators of the sponsoring entity, including the individuals' names and their professional backgrounds.

Incorporators of the Riverwalk Education Foundation are made up of dedicated educators, an engineer, and a scientist from San Antonio region. Board members have vast experience in science, mathematics, and computer education at a national as well as at an international level. Members of this unique board are volunteers and no member is paid for the services he or she provides. Founding members are very excited about the opportunity that will be given to prepare students for this new millennium.

The Board members of the REF's ultimate responsibility is to uphold the mission and the goals of the School of Science and Technology. The Board will protect the public interest and uphold the public's trust by applying the highest standards of service in governing the school according to its Charter, by-laws, and relevant TEA, state, and federal statutes. The Governing Board would also be responsible for addressing issues, concerns and questions related to the management and operation of the charter school program and compliance with contractual agreements with the TEA.

The following individuals were the initial incorporators of the Riverwalk Education Foundation, Inc.

Dr. Turgay Korkmaz:

Turgay Korkmaz is an assistant professor of Computer Science at the University of Texas at San Antonio (UTSA). He is currently teaching undergraduate and graduate courses in the area of computer networking. He taught computer science and related subjects to undergraduate and graduate students at various schools. He actively participated in establishment of a charter school in Tucson, Arizona and served as a board member. Turgay Korkmaz received the B.Sc. degree with the highest GPA from Computer Science and Engineering at Hacettepe University, Ankara, Turkey, in 1994. Mr. Korkmaz received two M.S. degrees from Computer Engineering at Bilkent University, Ankara, and Computer and Information Science at Syracuse University, Syracuse, NY, in 1996 and 1997, respectively. Finally, he received his Ph.D. degree from Elec. and Computer Eng. at University of Arizona, Tucson, AZ, in December 2001. In January 2002, Mr. Korkmaz joined the University of Texas at San Antonio, where he currently serves the community voluntarily, while taking care of his teaching and research duties at the university.

M. Sabri Agachan:

M. Sabri Agachan is a chemist and an educator. Mr. Agachan is an outstanding fellow and did graduate study in the Department of Chemistry at University of Texas at San Antonio, Texas. He taught General Chemistry Applications at the same university. Mr. Agachan has taught various undergraduate courses and laboratory techniques at UT San Antonio. Mr. Agachan's exceptional research was funded by the Welch Foundation. He has presented his research in many conferences including American Chemical Society's last annual meeting. Mr. Agachan devotes his weekends and spare times as a volunteer to help high school students since he started his undergraduate studies. He has been teaching mathematics and chemistry at local middle and high schools.

Dr. Bulent Gumus:

Bulent Gumus is a Mechanical Engineer who worked as a Software Engineer for OnBoard Software Inc. in San Antonio, Texas since 1998. He received his M.S. and PhD from the Department of Mechanical Engineering at Texas Tech University. Mr. Gumus completed 7 graduate courses in the area of Engineering and Managements at SMU and received his Ph.D. from Texas Tech University. Mr. Gumus has strong background in the area of Management. He has vast experience in project management and resource utilization. Mr. Gumus is very active in his community and has exceptional leadership and organizational skills. As a board member of San Antonio Oracle Users Group, he has organized seminars and presentations. He has various publications in conference proceedings. He has attended various classes and received certificates on computer programming, project management, and quality assurance.

William Daniel Wright:

William Wright works as an administrator and student analyst at the Defense Language Institute. As an analyst, William keeps tracks of the learning progress of the students, and makes suggestions that may potentially engender academic success. William also monitors the personal needs of the students such as housing problems, medical problems, and others. William was educated at the University of Texas at San Antonio between the dates of June 97-June 01. William received a BS in Physics. He graduated with honors, cum laude, and was the recipient of various awards and grants during his studies for his scholarly achievements. These awards include; Access for Minority Participation in the Sciences, Hispanic Scholarship Fund, Office of Naval Research, and the Department of Energy. William also received experience during his time at the education department at Sea World of San Antonio TX. During this time, he was trained to

teach the general public, high school students, middle school students, and elementary level students in the field of Marine Biology, Zoology, and general science. William is also a member of the honorary societies Phi Theta Kappa, and the Physics Honorary Society. Finally, William also participated in the Student Mentor Program. This program selected candidates with high grades, and good character to mentor troubled, at risk children at Bob Hope Elementary School. William was assigned two children whom he met with during the school year on weekly bases; instructing them and helping them in the areas they had the most difficulty.

Kenneth Ray Gonzales:

Kenneth R. Gonzales is a chemist. He has recently started working with a pharmaceutical company which utilizes the United States Pharmacopoeia and European Pharmacopoeia analytical methods in testing incoming raw materials for manufacturing. He does foresee continuing into graduate studies. He has traveled to Europe and has lived throughout several places. He has tutored mathematics at San Antonio College for over two years up to Calculus II. He also has assisted in teaching grammaticism of English to aide in the learning of the language. Education: BS Chemistry University of Texas at San Antonio, 2002.

n) Discuss any plans for further recruitment of organizers of the proposed school.

Recruitment of new members will be ongoing in accordance with the Bylaws. The sponsoring entity recruits its members, founders, organizers from the volunteers who always participate in activities of the charter school. In general, these volunteers share the similar goals and objectives of the foundation and will have the following criteria:

- Leadership skills and abilities.
- Interpersonal and communication skills.
- Cultural diversity and awareness.
- Good role model and respect in the community.
- Must have interest in our school, its curriculum and students.

Periodically, Board members will undergo board trainings through the regional Education Service Center or Charter School Resource Center of Texas that will be in compliance with HB6.

o) Describe the methods used to inform parents, students, and employees about procedures for receiving and responding to complaints.

The governing body of the sponsoring entity will not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. The Board will establish fair and efficient procedures to facilitate the resolution of disputes, and to preserve the integrity of the Riverwalk Education Foundation and the proposed school. The Board of Directors will adopt policies to notify parents of its students about their rights and due process during the admission and registration. Parents and students will be given a students' handbook outlining students' and parents rights. The following guidelines will be established:

The officers of the School of Science and Technology Corpus Christi and the governing bodies of the Riverwalk Education Foundation assures that 19 TAC §100.1033 (C)(6) will be followed and implemented regarding employee grievances, citizen complaints, or parental concerns.

If a dispute/disagreement arises between individuals or with the policies of the School, a person should follow the hierarchy listed below. Nevertheless the complainant will be given to option to follow the chain of command or speak before the Board.

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

- **Step 1)** Attempt resolution with the person with whom he or she has conflict first. After a good faith effort if the dispute remains unresolved then;
- **Step 2)** Bring the matter to the attention of the principal. If after a good faith effort to resolve the problem does not yield satisfactory results then;
- **Step 3)** Bring the matter before the Superintendent in writing. If after a good faith effort to resolve the problem does not yield satisfactory results within ten school days then;
- **Step 4)** Ask for a hearing before the Board. If after a good faith effort to resolve the problem does not yield satisfactory results within twenty school days then; the sponsoring entity will request mediation from a third party or TEA.

All complaints may be appealed to the Board of Directors for a hearing. All complaints to be considered must be submitted in writing within ten school days of occurrences and responded to by the charter school within twenty school days.

p) Describe the following elements of the governance structure of the governing body of the sponsoring entity.

1) the officer positions designated;

The officers of the Corporation shall be a president, a vice-president, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. (Please see Bylaws 3.01)

2) the manner in which officers are selected and removed from office;

Election and Term of Officers: The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall serve a term of three (3) years. An officer may be elected to succeed himself or herself in the same office. (Please see Bylaws 3.02.)

Removal: Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer. (Please see Bylaws 3.03.)

3) the manner in which members of the governing body are selected and removed from office;

The procedures for nominating and electing a member to the governing body (or also referred as Board Director) of the Foundation are outlined in Articles 2.03, 2.04, and 2.15 of the bylaws of the corporation as follows:

Nomination: At any meeting at which the election of a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs. (Please see Bylaws 2.03.)

Governance

Contingency: P. 169 Remove the statement that mediation may be requested from TEA since TEA does not mediate charter school issues.

Response: P. 169 The statement that the sponsoring entity will request mediation from a third party or TEA is deleted and replaced with

the sponsoring entity will request mediation from a third party.

Election of Directors: A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors to serve a term of three (3) years. A director may (if desired) be elected to succeed himself or herself as director. (Please see Bylaws 2.04.)

Removal of Directors: The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include, but not limited to, the unexcused failure to attend five consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors. (Please see Bylaws 2.15.)

4) the manner in which vacancies on the governing body are filled;

Vacancies: Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the un-expired term of the predecessor in office. (Please see Bylaws 2.05.)

5) the term for which members of the governing body serve;

Election of Directors and Terms: A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors to serve a term of three (3) years. A director may (if desired) be elected to succeed himself or herself as director. (Please see Bylaws 2.04.)

6) whether the terms are to be staggered;

The terms are not staggered.

Governing Body of the Charter School (if different from the governing body of the sponsoring entity)

q) If a governing body of the charter school exists, list the members.

A governing body for the charter school does not exist. So the followings are not applicable.

r) If a governing body of the charter school exists, describe the powers or duties delegated to it by the governing body of the charter holder. Submit, as part of Attachment A, a notarized biographical affidavit for each member of the governing body of the charter school.

Not applicable.

s) Describe the following elements of the governance structure of the governing body of the charter school:

Not applicable.

1) the officer positions designated;

Not applicable.

2) the manner in which officers are selected and removed from office;

Not applicable.

3) the manner in which members of the governing body are selected and removed from office;

Not applicable.

4) the manner in which vacancies on the governing body are filled;

Not applicable.

5) the term for which members of the governing body serve;

Not applicable.

6) whether the terms are to be staggered;

Not applicable.

Other Governance

t) Describe the extent to which any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of the charter school. Identify any members of the governing board or officers of the charter school who are affiliated with all such entities.

The Riverwalk Education Foundation does not intend to use any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization in school operation.

7. COMMUNITY SUPPORT

a) Describe the community where the school will be located and explain why this location was selected.

The School of Science and Technology Corpus Christi will be located in Nueces County, which includes Corpus Christi, Agua Dulce, Banquete, Bishop Consolidated, Calallen, Driscoll, Flour Bluff, London, Port Aransas, Robstown, Tuloso-Midway, and West Oso independent school districts. This region has most of the student population in Region 2 area, and this geographic area needs innovative choices of science and technology schools, which will increase the education quality overall and bring a new and creative science and technology education vision to the region.

b) Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process.

The current school, School of Science and Technology, evaluated the feedback from current parents, distinguished science and engineer groups and other community organizations in the region where the school is planned to be opened. The need for such a school in Corpus Christi is discussed and studied.

The Riverwalk Foundation also handed out flyers briefly describing the vision of the school and its enrollment process. In addition to this, the Foundation placed an ad in the local newspaper to reach all parts of the community in the region.

Since the beginning of 2006, community members have been advocating for a need for a school in Corpus Christi with similar mission and educational program. The community members are excited about the positive outcome of this proposal. Potential parents have expressed interest and support for the proposed school. The general feeling from these discussions, advertisements, and individual comments gave motivation to the members of the Foundation to open a similar charter school in Corpus Christi region, which spans elementary and secondary grades.

c) Submit, as Attachment F, a copy of the published notice of public hearing, clearly showing the name of the newspaper and date of publication. The notice should include the proposed school name, sponsoring entity name, date, time, place of meeting, and names of sponsoring entity board members.

Please see Attachment F (Published notice of public hearing).

d) Provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing.

22 community members, not affiliated in any way with the sponsoring entity or the proposed charter school, attended the public hearing.

e) Submit, as Attachment G, a synopsis of the public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, provide a summary of their comments, and a list of questions from participants with responses provided by the presenters.

Please see Attachment G (Synopsis of the public hearing).

8. GEOGRAPHIC BOUNDARY

- a) List the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be.**

School of Science and Technology Corpus Christi will accept students from the following school districts:

Districts and Charter Schools

Agua Dulce ISD
Alice ISD
~~Aransas County ISD~~
Aransas Pass ISD
Banquete ISD
Beeville ISD
Ben Bolt-Palito Blanco ISD
Benavides ISD
Bishop CISD
Brooks County ISD
Calallen ISD
Corpus Christi ISD
Driscoll ISD
Flour Bluff ISD
Freer ISD
George West ISD
Gregory-Portland ISD
Ingleside ISD
Kenedy County Wide CSD
Kingsville ISD
La Gloria ISD
London ISD
Mathis ISD
McMullen County ISD
Odem-Edroy ISD
Orange Grove ISD
Pawnee ISD
Pettus ISD
Port Aransas ISD
Premont ISD
Ramirez CSD
Ricardo ISD
Riviera ISD
Robstown ISD
San Diego ISD
Santa Gertrudis ISD
Sinton ISD
Skidmore-Tynan ISD
Taft ISD
Three Rivers ISD

Geographic Boundaries

Contingency: Provide certified mail receipt for Aransas County ISD.

Response: P. 174 Aransas County ISD is removed from the list of geographic boundaries.

Tuloso-Midway ISD
West Oso ISD

Corpus Christi Montessori School
Dr. M.L. Garza-Gonzalez Charter School
Dr. M.L. Garza-Gonzalez Charter School Accelerated Learning Center
Por Vida Academy
Richard Milburn Alter High School (Corpus Christi)
Seashore Learning Ctr Charter
Trinity Charter School

b) If the proposed charter school will have a “transfer policy” in accordance with 19 TAC §100.1207(e)(i.e., it will admit students who reside outside of the geographic boundary described above in “a)” once all eligible applicants who reside within the geographic boundary have submitted a timely application and have been enrolled), list the school districts from which the proposed charter school will accept transfer students.

School of Science and Technology Corpus Christi will not have a transfer policy.

c) Submit, as Attachment H, the certified mail receipt cards showing the dates that *Statement of Impact* form, and accompanying documents were received and signed for by the staff of the districts and the open-enrollment charter schools within the proposed school’s designated geographic boundary and transfer boundary, if applicable.

Please see Attachment H (Certified mail receipts).

**APPROVED DURING CONTINGENCY
PROCESS**

Geographic Boundaries

Contingency: P. 175 Remove the charter schools from the list of geographic boundaries.

Response: P. 175 The following charter schools are deleted from the list of geographic boundaries:

Corpus Christi Montessori School
Dr. M.L. Garza-Gonzalez Charter School
Dr. M.L. Garza-Gonzalez Charter School Accelerated Learning Center
Por Vida Academy
Richard Milburn Alter High School (Corpus Christi)
Seashore Learning Ctr Charter
Trinity Charter School

3. ADMISSIONS POLICY

- a) Specify the period (both the beginning and ending dates) during which applications for admission will be accepted.**

School of Science and Technology Corpus Christi will require the applicants to complete and submit a complete application form starting January 10th until June 25th for the first year of operation. For the following years, beginning and ending dates of the application period shall be January 10th and March 15th of each year, respectively.

- b) Describe the procedures to be followed in conducting a lottery when a grade or class is oversubscribed.**

If the number of eligible applicants exceeds the maximum enrollment, the school shall use a lottery selection as a basis for admission. Each student will be assigned a number, and numbers will be selected at random by the Principal or designee under the supervision of at least two members of the governing board. If maximum enrollment has not been reached by the admissions closing date, late enrollments may be accepted on a first-come, first-served basis.

- c) If the charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders (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, state the categories of applicants that will be exempted.**

The returning students will be given priority in admission, if they notify the school of their intent to return for the next school year by April 15th of the each school year. School of Science and Technology Corpus Christi will exempt from the lottery the siblings of returning students and/or the children of the school's founders (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.

- d) Specify the approximate date on which a lottery will be conducted if required.**

If a lottery is required, it will be held within 10 days after admission closing date.

- e) State whether a waiting list will be developed for the applicants who were not admitted through the lottery. If a waiting list will be used, describe the process to be used.**

A waiting list will be maintained if applications exceed enrollment capacity. When a waiting list is used, the names of the applicants who timely applied but did not gain admission through the lottery are placed on the waiting list in the order they were drawn during the lottery. As the spaces become available, applicants will be called from the waiting list with the lowest number assignment.

- f) If the school will accept applications that are submitted outside of the designated application period, describe how the school will treat such applications.**

School of Science and Technology Corpus Christi will accept applications that are submitted outside of the designated application period. The names of applicants who apply outside of the

APPROVED DURING CONTINGENCY
PROCESS

Admissions Policy

Contingency: P. 176 Change the number for the section on Admissions Policy.

Response: P. 176 The number for the section on Admissions Policy is changed from 3 to 9.

application period will be added to the waiting list (on first-come, first-served basis) after the names of the applicants who timely applied. As the spaces become available, applicants will be called from the waiting list with the lowest number assignment.

g) Provide the non-discrimination statement that will be included in the proposed school's admissions policy.

School of Science and Technology Corpus Christi will comply with all state and federal regulations regarding admission and shall not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic, artistic or athletic ability or the district the child would otherwise attend.

h) If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school.

School of Science and Technology Corpus Christi will not specialize in performing arts.

~~i) State whether the school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, §12.111(6).~~

~~School of Science and Technology Corpus Christi will exclude those students from admission, who have a documented history of a criminal offense, juvenile court adjudication, listed in TEC, §12.111(6), or other serious discipline problems listed under TEC, Subchapter A, Chapter 37.~~

i) Describe the information that an applicant must provide in order to be considered for admission (not for enrollment, which occurs after an applicant has been offered admission and is registering).

An applicant must provide the following information in order to be considered for admission:

- 1) Name
- 2) Birth Date
- 3) Grade Level
- 4) Name of the Student's School
- 5) Home Address
- 6) Phone Numbers
- 7) Parents' Name(s) and Signature(s)

k) Discuss procedures adopted to comply with reporting transfer students pursuant to Civil Action 5281.

School of Science and Technology Corpus Christi will comply with reporting transfer students pursuant to Civil Action 5281 by using the student transfer system provided on TEA website under PEIMS section.

School of Science and Technology Corpus Christi will serve grades Pre-K3 through 12th grades having maximum enrollment of 900 students. The majority of the potential students enrolling to School of Science and Technology Corpus Christi will come from Corpus Christi ISD, West Oso ISD. Thus the school population diversity will be reflective of those districts.

APPROVED DURING CONTINGENCY PROCESS

Admissions Policy

Contingency: Need to reword Disciplinary Exclusions.

Response: Page 177. The statement (in subsection i) that School of Science and Technology Corpus Christi will exclude those students from admission, who have a documented history of a criminal offense, juvenile court adjudication, listed in TEC, §12.111(6), or other serious discipline problems listed under TEC, Subchapter A, Chapter 37 is deleted and replaced with

School of Science and Technology Corpus Christi will exclude those students from admission, who have a documented history of a criminal offense, juvenile court adjudication or discipline problems under TEC Subchapter A, Chapter 37.

PREKINDERGARTEN ADMISSION POLICY

Program Types

I. Free Prekindergarten For Certain Children

School of Science and Technology Corpus Christi will offer prekindergarten classes to children who are three or four years of age on September 1 of the current school year and who are:

- a. unable to speak and comprehend the English language; or
- b. educationally disadvantaged; or
- c. homeless, as defined by 42 U.S.C. Section 11302, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.

A prekindergarten class under this option will be operated on a half-day basis and School of Science and Technology Corpus Christi will not charge tuition.

II. Tuition-Supported and Locally-Financed Prekindergarten

School of Science and Technology Corpus Christi may offer of a tuition basis or use local funds to provide:

- a. an additional half-day of prekindergarten classes to children eligible for classes under TEC Section 29.153;
- b. half-day and full-day prekindergarten classes to children not eligible for classes under Section 29.153.

The tuition rate under this option will be:

- i. \$1550 per 10-month academic year per student for half-day prekindergarten classes; and
- ii. \$3,850 per 10-month academic year per student for full-day prekindergarten classes.

The tuition fee charged will provide funds to cover the cost of a teacher, fifty percent of a general clerk, and instructional materials and supplies. The general clerk will manage and maintain tuition records and collection procedures.

If funded by the TEA Prekindergarten Expansion Grant, School of Science and Technology Corpus Christi shall not charge eligible students for the additional half-day of prekindergarten classes.

ADMISSION TO PREKINDERGARTEN

Because income level documentation must be current to qualify for the National Free or reduced-Price Lunch Program, School of Science and Technology Corpus Christi will accept prekindergarten applications by July 1st of each year. Upon verification of income, children eligible under Section 29.153 will be admitted to the program. If the number of eligible children applied exceeds the number of available spaces, a lottery will be conducted.

Children who are not eligible under Section 29.153 will be admitted only if the number of eligible applicants is less than the number of available spaces. If the number of non-eligible children applied exceeds the number of available spaces (after all eligible applicant placed) then another lottery will be conducted.

See
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Admissions Policy

Contingency: Pre K admissions needs to include children of military in its list of eligible students.

Response: The statement in Section "I. Free Prekindergarten For Certain Children" on page 178 is updated as follows:

I. Free Prekindergarten For Certain Children

School of Science and Technology Corpus Christi will offer prekindergarten classes to children who are three or four years of age on September 1 of the current school year and who are:

- a. unable to speak and comprehend the English language; or
- b. educationally disadvantaged; or
- c. homeless, as defined by 42 U.S.C. Section 11302, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child.
- d. children of military.

A prekindergarten class under this option will be operated on a half-day basis and School of Science and Technology Corpus Christi will not charge tuition.

APPROVED DURING CONTINGENCY PROCESS

Admissions Policy

Contingency: Need to insure that tuition for Pre K, if any, is approved by Commissioner.

Response: The following statement is added on Subsection II. Tuition-Supported and Locally-Financed Prekindergarten on page 178:

The tuition rate is subject to approval by the Commissioner.

10. SPECIAL NEEDS STUDENTS AND PROGRAMS

Special Education Assurances and Development of Policies and Procedures

Assurances regarding bilingual/ESL, Section 504 of the Rehabilitation Act of 1973, dyslexia programs, special education and federal assurance documents will be executed upon the charter grant.

Applicant Assurance Statement

Upon the charter grant, the School of Science and Technology Corpus Christi will sign an assurance statement certifying that the proposed charter school will have in place upon opening special education policies and procedures that comply with all federal and state requirements. The charter holder (Riverwalk Education Foundation) will also submit its policies and procedures through the online Legal Framework as described below.

Electronic Submission of Charter Policies and Procedures Assurances

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), School of Science and Technology Corpus Christi will 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”.

11. BUSINESS PLAN

Financial History of Sponsoring Entity

a) Discuss the sources of funding used by the sponsoring entity to start up its operations.

The sponsoring entity, Riverwalk Education Foundation, has been operating its first and only charter for two years. The foundation is fiscally and financially sound organization (please refer to the credit report, Attachment J). Even though during its initial year when there was not enough financial history and capital, there has been no major financial problem since its establishment. Current school depended on its Board members' personal credit backing for its start-up cost. The board members were grantor for many lease agreements (i.e. for copy machine, phone system,) and co-signer for purchase of school furniture and computers. The board members are always committed to provide their personal credit whenever necessary to carry the mission and vision of the charter schools. The members will continue to do so for the proposed school. The foundation has always been fortunate to have dedicated board members to carry the mission and the vision of the school. Members of this unique board are volunteers and no member is paid for the services he or she provides, thus the board members are very excited about the opportunity that will be given to students to better prepare for college.

Upon approval of this proposal, the board members will organize an aggressive fundraising campaign. The fundraising plan will include the following strategies:

- Conducting business roundtable meetings with lenders and potential donors,
- Soliciting funds from the corporations, local businesses, and private foundations,
- Solicit donations from potential parents.

The same strategy had been practiced when the current school's charter was granted on September 10, 2004. As a result the school solicited funds in the amount of \$69,500 although the school had obviously no track record. The board of directors will repeat the same fundraising campaign upon approval of this charter. The school maintains a good relationship with Wells Fargo, Compass, and Broadway banks. All three banks have extended invitations to the school to open line of credits and some were accepted. The good credit of the sponsoring entity will be used to solicit funds from these banks if the need arises. In addition to this, the governing board and some community members have already pledged donations and loans to fund the start-up cost for the school.

b) Discuss the current assets of the sponsoring entity.

The current school, School of Science and Technology, has been in operation for two years. The current assets of the sponsoring entity are as follows:

Cash	\$	8,538
Accounts Receivable		186,534
Leasehold Improvements		992,544
Furniture and Equipment		54,321
Accumulated Depreciation		(113,551)
Other assets		<u>30,000</u>
Total Assets		<u>1,158,386</u>

c) Discuss the current liabilities of the sponsoring entity.

The current liabilities of the sponsoring entity are as follows:

Accounts Payable	\$ 34,617
Accrued Salaries	57,800
Capital Lease Payable	38,103
Notes Payable	<u>1,019,907</u>
 Total Liabilities	 <u>1,050,427</u>
 Net Assets:	
Unrestricted	7,959
 Total Net Assets	 <u>7,959</u>
 Total Liabilities and Net Assets	 <u>1,158,386</u>

The notes payable in the first year is due to the leasehold improvement expenses. The school will increase the total net assets as enrollment grows every year.

d) Disclose any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the sponsoring entity.

There has been no liens, litigation history, or sanctions from any local any local, state and/or federal regulatory agency against the sponsoring entity since its establishment.

f) State the names of any open-enrollment charters already held by the sponsoring entity.

The sponsoring entity, Riverwalk Education Foundation, currently holds one charter, School of Science and Technology. This school is located in San Antonio.

g) Submit as Attachment I, a copy of the most recent audit report.

Please see Attachment I (Audit Report).

h) Submit as Attachment J, a credit report of the sponsoring entity.

Please see Attachment J (Credit Report).

i) Submit as Attachment K, a copy of the most recently filed Internal Revenue Service Form 990.

Please see Attachment K (IRS Form 990).

Current Operations of Sponsoring Entity

j) If non-charter programs are currently operated by the sponsoring entity, describe how, or if, these non-charter programs will relate to the charter school.

The Riverwalk Education Foundation does not operate any non-charter programs.

k) If there are plans to begin operating any non-charter programs within the next two years, describe whether these non-charter programs will relate to the charter school.

The Riverwalk Education Foundation does not have plans to operate any non-charter programs within the next two years.

l) If there are plans to begin operating any non-charter programs within the next two years, discuss the physical location of the programs. Describe how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records.

The Riverwalk Education Foundation does not have plans to operate any non-charter programs within the next two years.

Start Up of Charter School Operations

m) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (i.e., private donor, charitable foundation, local government, state/federal agency). *Charter school applicants should be aware that the fiscal year of the charter school should end on August 31.*

The Riverwalk Education Foundation Board is expecting to solicit donations following charter approval and is planning to raise \$60,000 with the help of fund raising companies from private donors. In addition to this a start-up funding of \$100,000 is expected from the federal government. If the need arises, lines of credit will be used from Wells Fargo, Compass, or Broadway banks. The board of Riverwalk Education Foundation is committed to solicit funds for the start up expenses through a mixture of different sources, fundraising, federal, state, and local revenues.

n) Submit as Attachment L, documentation (i.e., letters of credit, letters from donors, loan agreements, notices of grant awards, etc.) verifying all sources of funding. Letters of support for the proposed school should not be included in Attachment L.

Please see Attachment L (Copies of lines of credits, loan agreements and letters from donors).

n) Describe the process by which the annual budget of the charter school will be adopted.

On or before July 31 of each school year, the Superintendent/CEO shall prepare, or cause to be prepared, a proposed budget covering all estimated revenues and proposed expenditures of the School of Science and Technology for the following fiscal year.

The budget will be prepared according to generally accepted accounting principles; rules adopted by the State Board of Education, and adopted policies of the school board.

When the budget has been prepared under Section 44.002, the president shall call a meeting of the Riverwalk Education Foundation (charter holder) Board, stating that the purpose of the meeting is the adoption of a budget for the succeeding fiscal year. The president shall provide for the public notice to be given. The board, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for the School for the next succeeding fiscal year. Any constituent of the Charter School may be present and participate in the meeting. The board minutes will record whether the proposed budget is approved or not.

The budget will be reported to TEA through the first submission of PEIMS.

o) Submit as Attachment M, a start-up budget using the template in Appendix III and also at <http://www.tea.state.tx.us/charter/rfas/startupbudget.xls>.

Please see Attachment M (Start-Up budget and supporting documentation).

p) Submit as Attachment N, a budget for the first year of operations using the template in Appendix IV and at <http://www.tea.state.tx.us/charter/rfas/year1budget.xls>. If an escalating enrollment is planned and the annual increase in enrollment exceeds 50% of the Year 1 enrollment, a budget must be included for each year that an increase in enrollment is requested up to Year 3.

Escalated enrollment is planned. Therefore budgets of years 1 through 3 are provided. Please see Attachment N (Year 1 through 3 budgets and supporting documentation).

Management Company and Other Contracted Services

q) Describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted.

The Riverwalk Education Foundation Board shall have the School of Science and Technology fiscal accounts audited annually at the expense of SST Corpus Christi by a certified or public accountant holding a permit from the Texas State Board of Public Accountancy. The audit will be completed within 150 days following the close of each fiscal year. The independent audit must meet at least the minimum requirements and be in the format prescribed by the State Board of Education, subject to review and comment by the state auditor. The audit shall include an audit of the accuracy of the fiscal information provided by the Charter School through the Public Education Information Management System (PEIMS).

Each treasurer receiving or having control of any school fund of any school shall keep a full and separate itemized account with each of the different classes of its school funds coming into the treasurer's hands. The treasurer's records of the school's itemized accounts and records shall be made available to audit.

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

A copy of the annual audit report, approved by the REF board, shall be filed by the SST with the agency not later than the 150th day after the end of the fiscal year for which the audit was made. If the School Board declines or refuses to approve its auditor's report, it shall nevertheless file with the agency, a copy of the audit report with its statement detailing reasons for failure to approve the report.

r) Identify any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

The School of Science and Technology Corpus Christi plans to contract out financial accounting, payroll, and tax accounting services to local Education Service Center Region 2.

s) Discuss the qualifications of the organization(s) and/or individual(s). Include a list of any current or former clients that were charter schools.

Education Service Center, Region 2 is one of twenty regional education service agencies within Texas that assists school districts and charter schools in improving student performance and increasing the efficiency and effectiveness of school operations. Region 2 is a non-regulatory agency; its relationship with school districts and charter schools is collaborative and supportive.

Region 2 respond to the needs of its clients (partners) by providing an array of programs and services in the areas of administration, business support, certification and recruitment, curriculum, instruction and assessment, health and safety, professional development, specialized services and technology. Region 2 has served/currently serves following charter school in the region: Seashore Learning Center Charter, Dr. M. L. Garza-Gonzalez Charter School, Richard Milburn Alternative High School. Region 2 supports financial accounting software RSCCC (Regional Service Centers Computer Cooperative). Currently, over 700 school districts throughout the state are on-going clients of the cooperative's RSCCC software.

t) Submit, as Attachment O, a copy of the negotiated service agreement(s) with any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

Please see Attachment O (Copy of the negotiated service agreement).

u) Indicate whether the charter holder will adopt the provisions of Texas Education Code (TEC), 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. If so, the provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 27I, Texas Local Government Code.

The Riverwalk Education Foundation Board will not adopt the the provisions of Texas Education Code (TEC). 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.

Business Plan

Question 7: Section 11.u. (page 187) of the charter application states, "The Riverwalk Foundation Board will not adopt the provisions of Texas Education Code (TEC), 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". Please note the requirements in TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1073, Improvements to Real Property.

Response: The charter applicant (Riverwalk Education Foundation) understands the requirements in TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1073, Improvements to Real Property.

Financial Accounting System

v) Identify and discuss the capabilities of the financial accounting software (*i.e.*, the complete name of the software application and the software version) that the proposed charter school will use.

As mentioned in subsection s, SST Corpus Christi will enter into contract with ESC, Region 2 for accounting and financial record keeping. Therefore, the financial accounting software RSCCC (Regional Service Centers Computer Cooperative) will be used. Currently, over 700 school districts throughout the state are on-going clients of the cooperative's RSCCC software.

RSCCC has been developed by Business Advisory Committee (BAC) of TCC (Texas Computer Cooperative), which consists of business consultants from member education service centers and ESC-20 Information Systems developers, to address software requirements based on school district needs.

The RSCCC Business system includes Finance, Human Resources, Requisition, Budget, and Asset Management applications and has the ability to submit financial accounting data to be included in the Public Education Information Management System (PEIMS). The major components of the RSCCC Business Applications are as follows:

Finance

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

Human Resources

- Automatic assigning of employee IDs
- Automatic void of issued checks
- Bank reconciliation
- Creation, archiving and printing of teacher service records
- Deduction check processing
- EFT/direct deposit
- Employee education history
- Employee leave sequencing
- Employee payroll simulation
- Full accruals
- Individual employee history
- Mass update and mass delete utilities
- Permit data maintenance
- State and district salary tables
- Support of multiple job assignments

Requisition

- Creation and multi-level approval of requisitions
- Complete purchase order system
- Interface to Finance
- Mass deletion of requisitions
- Mass purchase order reversal
- Next year requisition posting
- Posting of receipt of purchase orders
- Reprinting of purchase orders
- Requisition and expenditure inquiries
- Setup of user profiles

Business System Features

- A real-time relational database
- Data access using Open Database Connectivity (ODBC) compliant software
- Laser printing of reports, forms, and checks
- Update and read-only security at the control of the district
- User-created reports
- Windows-based screens with online Help

Student Attendance Accounting

w) Identify the student attendance accounting software (*i.e.*, the complete name of the software application and the software version) that the proposed charter school will use, and discuss the software's ability to produce the required reports and track student-related data required in PEIMS.

SST Corpus Christi will use the software RSCCC (Regional Service Center Computer Cooperative) student systems. This software will be provided from ESC, Region 2.

RSCCC has been developed by Student Advisory Committee (SAC) of TCC (Texas Computer Cooperative), which consists of business consultants from member education service centers and ESC, Region 20 Information Systems developers, to address software requirements based on school district needs. Currently, over 700 school districts throughout the state are on-going clients of the cooperative's RSCCC software. The RSCCC Student system incorporates state-of-the-art functionality.

The RSCCC Student system includes Attendance, Discipline, Grade Reporting, Registration, Scheduling, Special Education Management System (SEMS), and Student Health Assessment, Records, and Evaluation (SHARE) applications and capable of producing the required reports and track student-related data required in PEIMS. The major components of RSCCC Student Systems are as follows:

Attendance

- Excessive absence tracking
- Multi-course period attendance
- Multi-track attendance calendars
- Perfect attendance tracking
- Period-by-period attendance posting
- Period patterns
- Single class period posting

- User-defined absence reason codes

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
- Exporting/importing of district course records
- Grade averaging history
- Individual/group course changes
- Interface to various grade book systems
- Manual master schedule build
- Scanning and manually inputting of grades
- 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

- An efficient scheduler that processes quickly and produces the best possible student schedules
- Comprehensive scheduling reports
- Scanning or manual entry of student course requests
- SOLSTAR Resource 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 Management System

- 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
- Streamlining of parent information

Facility Management

x) Explain why the site will be a suitable facility for the proposed charter school.

SST Corpus Christi has not leased or purchased any building yet. The Board of Directors of Riverwalk Education Foundation will finalize the leasing process of the school building immediately upon the approval of charter. The school's location will be in compliance with all state and federal regulations. The facility will be adequately/suitably renovated and furnished to ensure that wellbeing and safety of students are outmost cared and physical elements of the facility are proper for a quality education.

y) Discuss plans to ensure that school facilities are accessible to disabled persons.

The Riverwalk Education Foundation Board will make sure that the facilities to be leased or purchased will meet the requirements of ADA and any other requirements imposed by state and local agencies pertaining to disabled persons.

z) Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Identify the dollar amounts of any renovations and repairs.

This is not applicable since no facility has been identified yet.

aa) Discuss any progress, partnership developments or future steps towards the acquisition of a facility and/or land.

Since its establishment, the Riverwalk Education Foundation members have actively been doing research on the most suitable location for the school, current market conditions, and options of buying or leasing. To this end, several real estate agents have been contacted and few buildings have been inspected.

As a result of the preliminary market analysis, we have decided on leasing a building as soon as the charter is granted. We will establish a partnership with a local real estate agent to speed up the process of securing a lease.

bb) Submit, as Attachment P, a copy of the negotiated lease agreement(s), deed(s) to property, earnest money contract, or purchase agreement(s), as applicable.

No building has been identified yet. Riverwalk Education Foundation will finalize the leasing process of the school building immediately upon the approval of charter. It will then forward the lease agreement of the facility to the State Board of Education.

Please see Attachment P.

cc) Identify the individuals who negotiated the lease or purchase of the facility on behalf of the lessor or seller and the sponsoring entity. Note any relationships or business affiliations between the individuals identified above.

This is not applicable since no facility has been identified yet.

dd) Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school.

The facility to be acquired will only be used by SST Corpus Christi.

Transportation and Food Service

ee) Describe provisions for transportation for students served by the charter school.

SST Corpus Christi will not provide transportation to its students. Parents will provide their own transportation through carpooling, parents' vehicles, and public transportation. However, those students who are eligible for transportation (pursuant to federal law: students eligible for special education and related services as required by their Individualized Education Program (IEP)) will be served by a third party contractor who understands the students' needs pursuant to their IEP.

ff) Describe provisions for food service, if any, for students served by the charter school, including plans for free or reduced lunch and breakfast programs.

Lunch and breakfast services will be contracted out to a private company. SST Corpus Christi will choose a company, to provide food services, which will be in compliance with all federal, state, and local health requirements. If 10% or more students qualify free or reduced breakfast, the school will provide a breakfast program for those students.

ATTACHMENTS

ATTACHMENT A

NOTARIZED BIOLOGICAL AFFIDAVITS

**Thirteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity

☐ Member of the governing body of the charter school

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

Full Name of Sponsoring Entity Riverwalk Education Foundation, Inc.

Full Name of Proposed Charter School School of Science and Technology - Corpus Christi

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) Turgay Korkmaz

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): n/a

Other names used at any time: n/a

3. Current home address: 10318 Westfield Pl. San Antonio, TX 78240

If you are a member of the governing body of the sponsoring entity, do you reside within 50 miles of the geographic boundary of the proposed charter school? ☒ Yes ☐ No ☐ N/A (because I am not a member of the governing body of the sponsoring entity).

4. Current home telephone number: (210) 641-6483

5. Education: Dates, Names, Locations and Degrees

College: 07/1994 Computer Sciences and Engineering, Hacettepe University, Ankara, Turkey (B. Sc.)

Graduate Studies: 12/2001 Electrical & Computer Engineering, University of Arizona, Tucson, AZ (PhD)

Others: 06/1996 Computer Engineering and Information Sciences Bilkent University, Ankara, Turkey (M.Sc.) 12/1997 Computer and Information Sciences Syracuse University, Syracuse, NY (M.Sc.)

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

ACM

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
2002-present	University of Texas at San Antonio	Computer Science 6900 North Loop 1604 West San Antonio, TX 78249	Assistant Prof.
1998-2001	University of Arizona	Elec. & Comp. Eng. Tucson, AZ 85721	Research assistant
1996-1998	Syracuse University	Syracuse, NY	Graduate Student

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
1999-2002	Sonoran Science Academy	2131 W. Ina Rd. Bldg G Tucson AZ 85741	board member
2004-present	School of Science and Technology-San Antonio	1450 NE Loop 410 San Antonio, TX 78209	board president

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:

n/a

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.

none

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:

n/a

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:

n/a

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:

n/a

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt: n/a

Date of each bankruptcy judgment: n/a

Description of the circumstances surrounding each bankruptcy:

n/a

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:

n/a

Dated and signed this 18 day of Dec, 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)
(Signature of Affiant)

VERIFICATION

State of Texas
County of Bexar

On this day, Turgay Korkmaz (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 18 day of December, 2006.

(Signature)
(Notary Public)

(SEAL)

My commission expires 4/24/07



PATRICIA C. GARCIA
Notary Public
STATE OF TEXAS
My Comm. Exp. 04-24-2007

**Thirteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity

☐ Member of the governing body of the charter school

☒ School officer: Vice President State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Riverwalk Education Foundation, Inc.

Full Name of Proposed Charter School School of Science and Technology Corpus Christi

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) Christopher John Gieseke

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: 8611 Cape Valley San Antonio, TX 78227

If you are a member of the governing body of the sponsoring entity, do you reside within 50 miles of the geographic boundary of the proposed charter school? ☐ Yes ☒ No ☐ N/A (because I am not a member of the governing body of the sponsoring entity).

4. Current home telephone number: 210-675-7592

5. Education: Dates, Names, Locations and Degrees

College: University of Texas in San Antonio

Graduate Studies: Finishing M.A. in Anthropology

Others: B.A. in Psychology

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

UTSA Progressive Student Organization
The UTSA Independent Online Newspaper
Lambda Alpha- Gamma Chapter (Anthropology Honors Society)

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
2004-06	self-employed	8611 Cape Valley	Freelance Audio Engineer
2004	UTSA Dept. of Anthropology	6900 N. Loop 1604 West	Faculty Senate webmaster
2004	UTSA Dept. of Anthropology	6900 N. Loop 1604 West	Research Assistant
2003	UTSA Dept. of Anthropology	6900 N. Loop 1604 West	Reader Grader
1997-99	Sears Teleservice	1560 Cable Ranch Dr. S.A, TX 78245	Customer Service Rep.
1995-02	self-employed	8611 Cape Valley	Freelance Audio Engineer
1994-01	US Army Reserve	600 Callaghan Rd S.A., TX 78228	Sgt./Assistant Sq. leader 51B

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:

n/a

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. n/a. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

n/a

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:

n/a

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:

n/a

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:

n/a

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt: n/a

Date of each bankruptcy judgment: n/a

Description of the circumstances surrounding each bankruptcy:

n/a

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:

n/a

Dated and signed this 22 day of December, 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.

Christopher J. Geeske
(Signature of Affiant)

VERIFICATION

State of Texas
County of Bexar

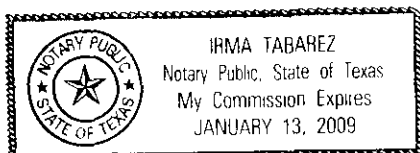
On this day, Christopher Geeske (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 22nd day of December, 2006.

Irma Tabarez
(Notary Public)

(SEAL)

My commission expires 1-13-09



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

**Thirteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity

☐ Member of the governing body of the charter school

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

Full Name of Sponsoring Entity Riverwalk Education Foundation Inc.

Full Name of Proposed Charter School School of Science and Technology Corpus Christi

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) Kamil Yilmaz

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

If yes, give reason for the change: NA

Maiden Name (if female): NA

Other names used at any time: NA

3. Current home address: 6650 Prue Road Apt 1038, San Antonio, TX, 78240

If you are a member of the governing body of the sponsoring entity, do you reside within 50 miles of the geographic boundary of the proposed charter school? ☐ Yes ☒ No ☐ N/A (because I am not a member of the governing body of the sponsoring entity).

4. Current home telephone number: 210 6250167

5. Education: Dates, Names, Locations and Degrees

College: 2000, Sakarya University, Sakarya- Turkey, BSc in Chemistry

Graduate Studies: Continuing PhD in Chemistry, University of Texas at San Antonio, San Antonio, TX

Others: NONE

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
2000-2001	Vefa Erkek Ogrenci Yurdu	Vefa- Istanbul-Turkey	Vice Manager
2002-2006	University of Texas at San Antonio	San Antonio, TX	Teaching Assistant

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, please provide the following information.

Number of times adjudged bankrupt: _____

Date of each bankruptcy judgment: _____

Description of the circumstances surrounding each bankruptcy: _____

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 8 day of December, 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]
(Signature of Affiant)

VERIFICATION

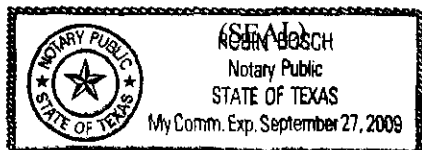
State of Texas
County of Dallas

On this day, Samuel Y. M... (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 8 day of December, 2006.

[Signature]
(Notary Public)

My commission expires 9/27/09



**Thirteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity

☐ Member of the governing body of the charter school

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

Full Name of Sponsoring Entity Riverwalk Education Foundation Inc.

Full Name of Proposed Charter School School of Science & Techology - Corpus Christi

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) Ayhan Oruc

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: None

3. Current home address: 7703 Parkwood Way San Antonio TX - 78249

If you are a member of the governing body of the sponsoring entity, do you reside within 50 miles of the geographic boundary of the proposed charter school? ☐ Yes ☒ No ☐ N/A (because I am not a member of the governing body of the sponsoring entity).

4. Current home telephone number: 210 877-1183

5. Education: Dates, Names, Locations and Degrees

College: (2000-2004) Uludag University, Bursa/Turkey Bachelor Degree

Graduate Studies: (2005-Current) University of Texas at San Antonio, TX/USA Master Degree

Others: None

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

American Society of Mechanical Engineering (ASME)

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
(2005-Current)	UTSA	San Antonio/USA	Teaching Asistant
(2004-2005)	Hidrosan Inc..	Bursa / Turkey	Mechanical Eng.

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

American Society of Mechanical Engineering (ASME)

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, please provide the following information.

Number of times adjudged bankrupt: _____

Date of each bankruptcy judgment: _____

Description of the circumstances surrounding each bankruptcy: _____

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 29/01/07 day of January, 2007.
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

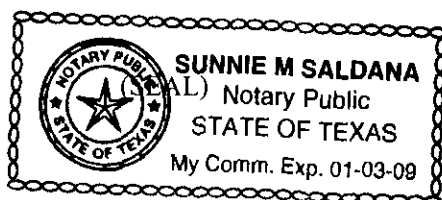
State of Texas
County of Bexar

On this day, Ayhan Oruc (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 29th day of January, 2007.

(Notary Public)

My commission expires 01-03-09



**Thirteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

☒ Member of the governing body of the sponsoring entity

☐ Member of the governing body of the charter school

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

Full Name of Sponsoring Entity

Full Name of Proposed Charter 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)

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:

If you are a member of the governing body of the sponsoring entity, do you reside within 50 miles of the geographic boundary of the proposed charter school? ☒ Yes ☐ No ☐ N/A (because I am not a member of the governing body of the sponsoring entity).

4. Current home telephone number:

5. Education: Dates, Names, Locations and Degrees

College:

Graduate Studies:

Others:

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

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
3/03-present:	Bayer	551 Benedict Avenue, Tarrytown, NY	Technical Support Specialist
3/01-3/03:	Esoterix	7451 Louis Pasteur, San Antonio, TX	Molecular Technician
01/00-5/01:	University of Texas HSC	Floyd Curl Drive, San Antonio, TX	Senior Tech II
8/98-5/99:	Edgewood ISD	Commerce, San Antonio, TX	Science Teacher
02/90-7/98:	University of Texas HSC	Floyd Curl Drive, San Antonio, TX	Technician

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
2004	School of Science and Technology	San Antonio, TX	Board Member

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:

none

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.

none

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:

none

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:

none

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:

none

17. Have you ever been adjudged bankrupt? ☐ Yes ☒ No If so, please provide the following information.

Number of times adjudged bankrupt: none

Date of each bankruptcy judgment: none

Description of the circumstances surrounding each bankruptcy:

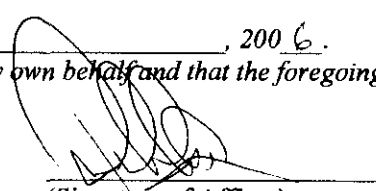
none

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:

none

Dated and signed this 23 day of December, 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)

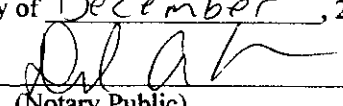
VERIFICATION

State of Texas

County of Bexar

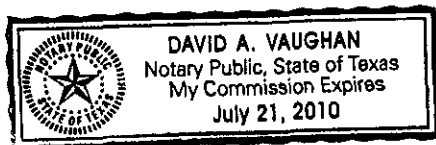
On this day, Roland Campos (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 23 day of December, 2006.


(Notary Public)

(SEAL)

My commission expires 7-21-10



**Thirteenth Generation Open-Enrollment Charter School Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- ☐ Member of the governing body of the sponsoring entity
- ☐ Member of the governing body of the charter school
- ☒ School officer: Superintendent State Position as defined in TEC, §12.1012

Full Name of Sponsoring Entity Riverwalk Education Foundation, Inc.

Full Name of Proposed Charter School School of Science and Technology Corpus Christi

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) Kemal Namver

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

If yes, give reason for the change: Business name

Maiden Name (if female): None

Other names used at any time: Mark Namver

3. Current home address: 4460 Sherwood Way San Antonio, TX 78217

If you are a member of the governing body of the sponsoring entity, do you reside within 50 miles of the geographic boundary of the proposed charter school? ☐ Yes ☐ No ☒ N/A (because I am not a member of the governing body of the sponsoring entity).

4. Current home telephone number: (210) 646-7573

5. Education: Dates, Names, Locations and Degrees

College: Dokuz Eylul University, Izmir, Turkey, B.S., 1996

Graduate Studies: University of Houston, Houston, Texas, M.S., 2003

Others: None

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

Texas Association of School Administrators (TASA)
Texas Association of School Business Officials (TASBO)

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
2005-Present	School of Science and Technology 1450 NE Loop 410 San Antonio, TX 78209		Superintendent
2002-2005	Harmony Science Academy-Austin 930 E. Rundberg Ln. Austin, TX 78753		Principal
1999-2002	University of Houston 4800 Calhoun Rd. Houston, TX 77004		Teaching/Research Assistant
1998-1999	Ufuk Language School Cumhuriyet Bulvari No:144 35210 Alsancak/Izmir, Turkey		Teacher

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
2005-Present	School of Science and Technology 1450 NE Loop 410 San Antonio, TX 78209		Superintendent
2002-2005	Harmony Science Academy-Austin 930 E. Rundberg Ln. Austin, TX 78753		Principal

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. \$79,000. Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

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, please provide the following information.

Number of times adjudged bankrupt: _____

Date of each bankruptcy judgment: _____

Description of the circumstances surrounding each bankruptcy: _____

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 15 day of February, 2007.

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.

K. H

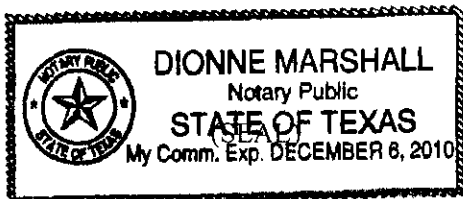
(Signature of Affiant)

VERIFICATION

State of Texas
County of Bexar

On this day, Kemal Namver (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 15th day of February, 2007.



Dionne Marshall
(Notary Public)

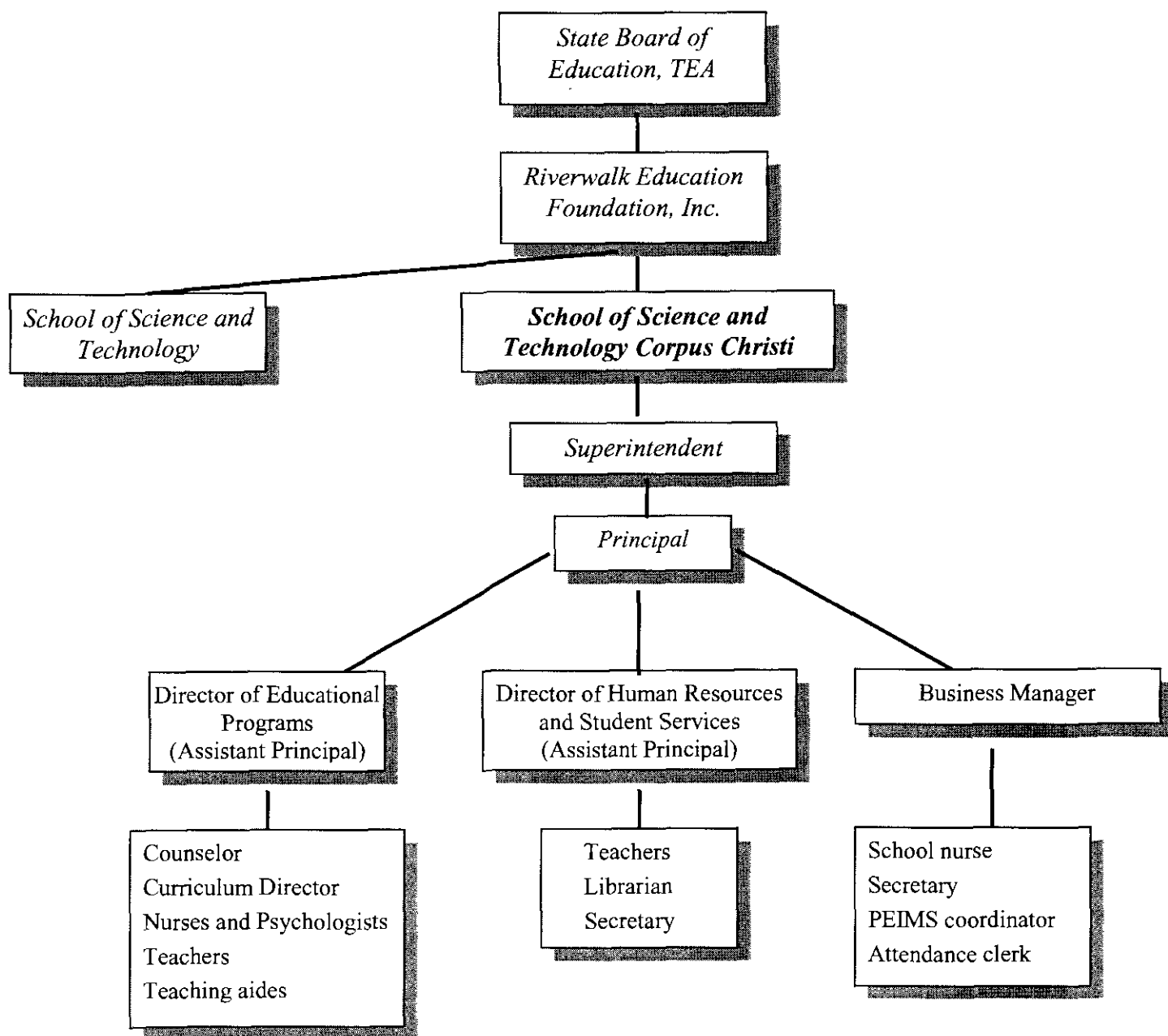
My commission expires 12/08/2010

*REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.*

ATTACHMENT B

ORGANIZATIONAL CHART

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.



Multiple tasks in this chart can be performed by the same person if the need arises. Additional positions may be created as needed.

Human Resources Information

APPROVED DURING CONTINGENCY
PROCESS

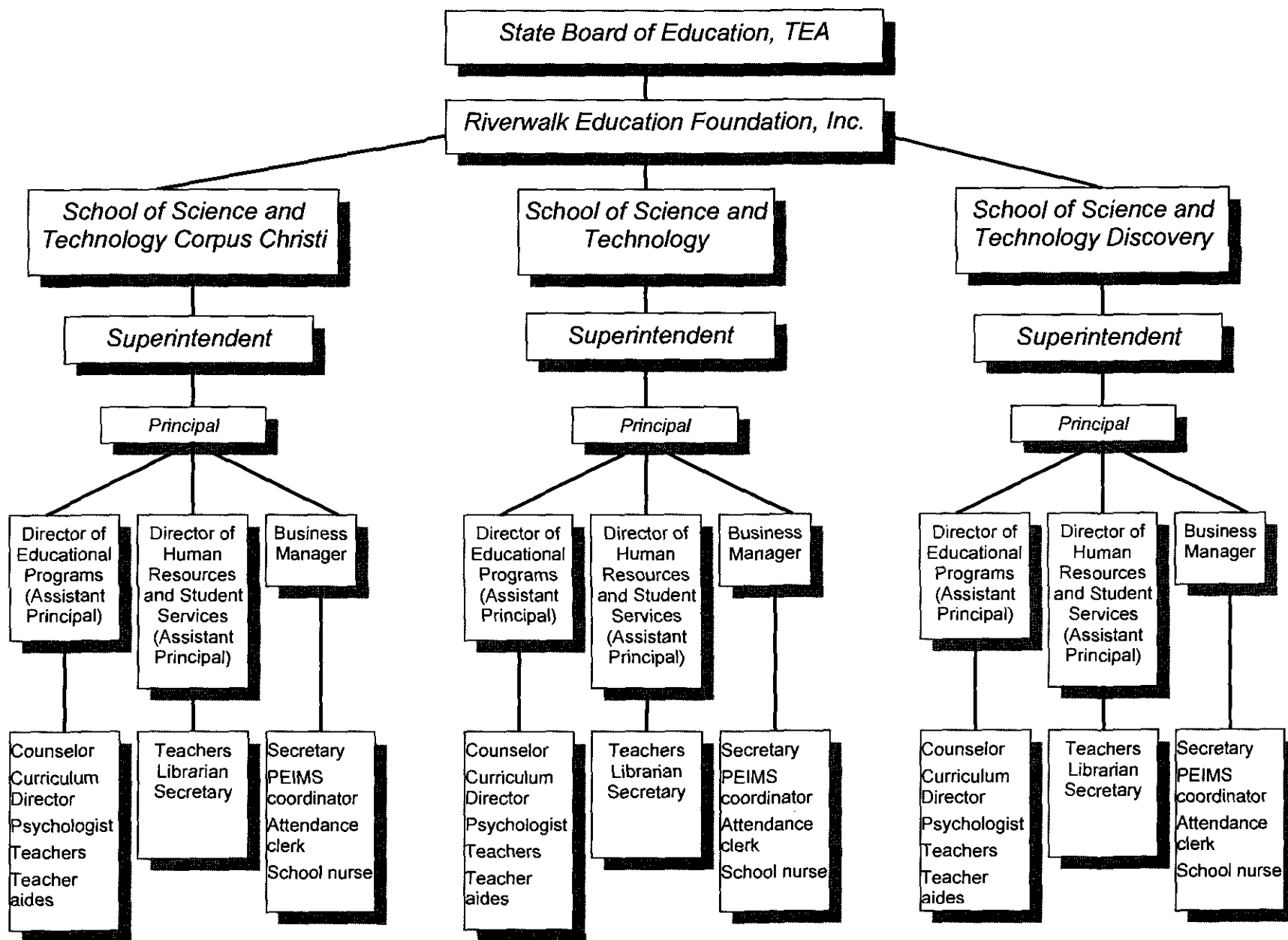
Contingency: P. 217 List Special Education Aide on the organizational chart as that position is listed in the job description section.

Response: P. 217 In the updated organizational chart, Special Education Aide is listed under Director of Educational Programs (Assistant Principal). Please see page 21 for the updated organizational chart.

Human Resources Information

Contingency: P. 217 Provide an organizational chart that shows all activities of the charter holder including the proposed school.

Response: P. 217 Please see the updated organizational chart on page 21.



APPROVED DURING CONTINGENCY
PROCESS

Multiple tasks in this chart can be performed by the same person if the need arises. Additional positions may be created as needed.

Human Resources Information

Contingency: P. 217 Clarify whom the nurse reports. This position is listed under an assistant principal and a business manager.

Response: P. 217 Nurse reports to business manager. Please see the updated organizational chart on page 21.

ATTACHMENT C

**501(c)(3) DETERMINATION
LETTER from IRS**

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 05 2003**

RIVERWALK EDUCATION FOUNDATION INC
10318 WESTFIELD PL
SAN ANTONIO, TX 78240

Employer Identification Number:
01-0758906
DLN:
17053070048033
Contact Person:
ELIZABETH L HOFACRE ID# 31387
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined 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).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

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

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration 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).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

RIVERWALK EDUCATION FOUNDATION INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the 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 Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors 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. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, 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.

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 be sure your return is complete before you file it.

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.

Letter 947 (DO/CG)

RIVERWALK EDUCATION FOUNDATION INC

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.

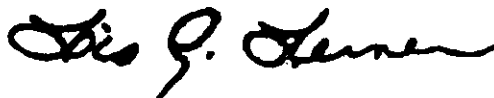
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal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

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum 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
Rulings and Agreements

RIVERWALK EDUCATION FOUNDATION INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

ATTACHMENT D

ARTICLES OF INCORPORATION

ARTICLES OF INCORPORATION
OF
RIVERWALK EDUCATION FOUNDATION, INC.
A NON-PROFIT CORPORATION

FILED
In the Office of the
Secretary of State of Texas
SEP 06 2002
Corporations Section

The undersigned natural person acting as incorporator of a corporation (the "Corporation") under the provisions of the Texas Non-Profit Corporation Act (as amended from time to time), adopts the following Articles of Incorporation:

ARTICLE 1

The name of the corporation is Riverwalk Education Foundation, Inc.

The duration of this corporation is perpetual.

ARTICLE 2
Purposes and Powers

Section 2.01. Purposes. The Purposes for which the Corporation is organized are as follows:

Primary Purpose: The corporation is organized and shall be operated exclusively for charitable, educational, scientific and literary purposes. No part of its net earnings shall inure to the benefit of any private shareholder or individual, no substantial part of its activities shall be carrying on propaganda or otherwise attempting to influence legislation, and it shall not participate in or intervene in (including the publishing or distributing of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Ancillary Purpose: To perform charitable activities within the meaning of Internal Revenue Code Section 501(C)(3) and Texas Tax Code Section 11.18 (C)(1), consistent with the primary purpose listed above.

Section 2.02. Powers. The Corporation, subject to any specific written limitations or restrictions imposed by Texas Business Corporation Act (as amended from time to time) or these Articles of Incorporation, shall have and exercise the following powers:

- a. **Statutory Powers.** To have and exercise all of the powers specified in the Texas Non-Profit Corporation Act.
- b. **Implied Powers.** To have and exercise all implied powers necessary and proper to carry out its express powers.

- c. **Construction of Powers.** Each of the foregoing clauses of this Section shall be construed as independent powers and the matters expressed in each clause shall not, unless otherwise expressly provided, be limited by reference to, or inference from, the terms of any other clause. The enumeration of specific powers shall not be construed to be limiting or restricting in any manner either the meaning of general terms used in any of these clauses, or the scope of the general powers of the Corporation created by them; nor shall the expression of one thing in any of these clauses be deemed to exclude another not expressed, although it be of like nature.

Section 2.03. Carrying Out of Purposes and Exercise of Powers in any Jurisdiction.

The Corporation may carry out its purposes and exercise its powers in any state, territory, district, or possession of the United States, or in any foreign country, to the extent that these purposes and powers are not forbidden by the law of the state, territory, district or possession of the United States, or by the foreign country; and it may limit the purpose of purposes that it proposes to carry out or the powers it proposes to exercise in any application to do business in any state, territory, district, or possession of the United States, or foreign country.

Section 2.04. Director of Purposes and Exercise of Powers by Directors. The Board of Directors, subject to any specific written limitations or restrictions imposed by the Act or by these Articles of Incorporation, shall direct the carrying out of the purposes and exercise the powers of the Corporation without previous authorization or subsequent approval by the shareholders of the Corporation.

ARTICLE 3

Section 3.01. Members. The Corporation shall have no members.

ARTICLE 4

**Provisions for Regulation of the
Internal Affairs of the Corporation**

Section 4.01. Bylaws. The initial Bylaws shall be adopted by the Board of Directors. The power to alter, amend, or repeal the Bylaws or to adopt new Bylaws shall be vested in the Board of Directors. The Bylaws may contain any provisions for the regulation and management of the affairs of the Corporation not inconsistent with the Act or these Articles of Incorporation. Any action which can be taken at any annual or special meeting of Directors may be taken without a meeting, if consent in writing, setting forth the action so taken, shall be signed by the number of Directors that would be necessary to take such action at a meeting at which all Directors who were eligible to vote were present and voted.

Section 4.02. Directors and management. The direction and management of the affairs of the Corporation and the control and disposition of its properties and funds shall be vested in the Board of Directors composed of such number (not less than five) as may be fixed by the Bylaws. Until changed by the Bylaws the original number of Directors shall be five (5).

Section 4.03. Indemnification and Related Matters. To the fullest extent permitted by Texas Non-Profit Corporation Act Article 1396-2.22A (as amended, except that any repeal or modification will be prospective only, and shall not effect any limitation of indemnity existing at such time), the Board of Directors shall authorize the Corporation to indemnify any present or future Director, officer, employee, or agent of the Corporation against judgments, penalties (including excise and similar taxes), fines, settlements, and reasonable expenses actually incurred by the person in connection with a proceeding in which the person was, is, or is threatened to be made a named defendant or respondent because the person is or was a Director, officer, employee, or agent of the corporation.

Section 4.04. Prohibited activities. The Corporation and its Directors shall not engage, participate or intervene in any activity or transaction which would result in the loss of the corporation of its status as an organization exempt under section 501 (a) of the Internal Revenue Code of 1986 (the "Code") or corresponding provisions hereinafter in effect, as an organization described in section 501 (c)(3) of the Code, or corresponding provisions hereinafter in effect, and the use, directly or indirectly, of any part of the Corporation's assets in any such activity or transaction is hereby prohibited.

Section 4.05. Property of the Corporation. The property of the Corporation is irrevocably pledged to charitable purposes. In the event of the dissolution of the Corporation, by the lapse of time or otherwise, when it has, or is entitled to, any interest in funds or property of any kind, real, personal or mixed, such funds or property rights thereto shall not be transferred to private ownership, but the board of Directors, after paying or making provision for the payment of all liabilities of the Corporation, shall transfer and set over such property to an organization which is exempt from federal taxation under section 501 (c)(3) of the Code or corresponding provisions hereafter in effect, and which is engaged in activities substantially similar to those of the Corporation carried out in furtherance to the purposes specified herein, or, if none is in existence, then such funds or property or rights thereto shall be transferred and set over in such manner and to such organization(s) which shall at such time of dissolution qualify as an organization(s) exempt from federal taxation under section 501(a) of the Code, or corresponding provisions hereafter in effect, as the Board of Directors in its sole discretion shall determine.

ARTICLE 5

Address of Initial Registered Office And Name of Initial Registered Agent

Section 5.01. Registered Office. The address of the initial registered office of the Corporation is: 4114 Medical dr. # 12201 San Antonio, Texas 78229

Section 5.02. Registered Agent. The name of the initial registered agent of the Corporation, an individual resident in San Antonio, Texas, whose business office is at such address, is Turgay Korkmaz.

ARTICLE 6
Data Respecting Directors

Section 6.01. Initial Board of Directors. The initial Board of Directors shall consist of five (5) members, who need not be residents of the State of Texas or shareholders of the Corporation.

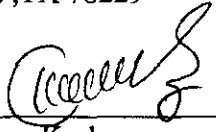
Section 6.02. Names and Addresses. The names and addresses of the persons who are to serve as Directors until the first annual meeting of shareholders and until their successors shall be elected and qualified, follow:

<u>Name</u>	<u>Address</u>
Turgay Korkmaz	4114 Medical dr. # 12201 San Antonio ,TX 78229
Mehmet Sabri Agachan	2915 Eagle ridge San Antonio, TX 78228
Bulent Gumus	5411 Kenton falls San Antonio, TX 78240
William Daniel Wright	8002 Bronco ln. San Antonio, TX 78227
Kenneth Ray Gonzales	11444 Vance Jackson # 2501 San Antonio, TX 78230

Section 6.03. Increase or Decrease of Directors. The number of Directors may be increased or decreased from time to time by amendment of the Code of Bylaws; but no decrease shall have the effect of reducing such number below five (5) or for shortening the term of any incumbent director. In the absence of a provision in the Bylaws fixing the number of Directors, the number shall be five (5).

ARTICLE 7
Data Respecting Incorporator

The name and address of the incorporator of the Corporation, a natural person, is Turgay Korkmaz, 4114 Medical dr. # 12201 San Antonio ,TX 78229



Turgay Korkmaz

VERIFICATION

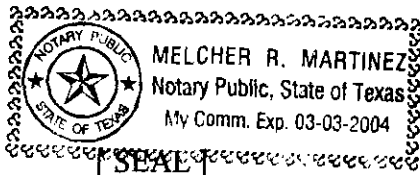
STATE OF TEXAS

*
*
*

COUNTY OF

BEFORE ME, a Notary Public, on this day personally appeared Turgay Korkmaz, known to me to be the person whose name is subscribed to the foregoing document and, being by me duly sworn, declared that the statements therein contained are true and correct.

Given under my hand and seal of office this 4th day of September, 2002





Notary Public in and for the
STATE OF TEXAS

My commission expires:
03-03-2004

ATTACHMENT E
CORPORATE BYLAWS

ORIGINAL BYLAWS

BY-LAWS
RIVERWALK EDUCATION FOUNDATION, INC.

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Corporation in the State of Texas shall be located at 10318 Westfield pl. San Antonio, Texas 78240. The Corporation may have such other offices, either in Texas or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Texas. The registered office may, but need not, be identical with the Corporation's principal office in Texas. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number of Directors

- 2.02. The number of Directors shall be five (5), or as subsequently amended by majority vote of the directors. The number of the Directors may be increased or decreased as needed by amendments. Directors need not be residents of Texas.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors to serve a term of three (3) years. A director may (if desired) be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors may be held at a time and place recommended by the Board of Directors other than these Bylaws. Such meeting shall be held in August of each year. Notice of this meeting will be mailed to all members of the Board of Directors. The notice shall include the time, date, subject, and location of the meeting and will be mailed no less than three (3) days or more than thirty (30) days before the date of the Annual Meeting. Information concerning the time, date, location, and subject of meeting shall be posted within 72 hours before the scheduled time of the meeting in a place accessible to the general public at all times.

Regular meeting

- 2.07. The Board of Directors may provide for regular meetings by a resolution stating the time and place of such meetings. The meetings may be held either within or without the State of Texas and shall be held at the Corporation's registered office in Texas if the resolution does not specify the location of the meetings. The notice shall include the time, date, subject, and location of the meeting and will be mailed no less than three (3) days or more than thirty (30) days before the date of the regular meeting. Information concerning the time, date, location, and subject of the meeting shall be posted within 72 hours before the scheduled time of the meeting in a place accessible to the general public at all times.

Special Meetings

- 2.08. Special meetings of the Board of Directors may be called by or at the request of the president or any two directors. A person or persons authorized to call special meetings of the Board of Directors may fix any place within or without Texas as the place for holding a special meeting. The person or persons calling a special meeting shall notify the secretary of the information required to be included in the notice of the meeting. The secretary shall give notice to the directors within at least two (2) hours before the meeting is convened.

Notice

- 2.09. Written or printed notice of any special meeting of the Board of Directors shall be delivered to each director not less than three (3) or more than thirty (30) days before the date of the meeting. The notice shall state the place, day, and time of the meeting, who called the meeting, and, the purpose or purposes for which the meeting is called.

Quorum

- 2.09. A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. No action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If a quorum is not present at any time during a meeting, a majority of the directors present may reconvene the meeting at a later date.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. However, the vote of a majority of directors present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the Board of Directors unless the act of a greater number is required by law or the bylaws. A director who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the decision of the Board of Directors. For the purpose of determining the decision of the Board of Directors, a director who is represented by proxy in a vote is considered present.

Proxies

- 2.13. A Director may vote in person or by a written proxy executed by the Director. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law.

Compensation

- 2.14. *Directors shall not receive salaries or compensation for their services. The Board of Directors can be reimbursed for expenses pertaining to attendance.*

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include, but not limited to, the unexcused failure to attend five consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

ARTICLE 3

OFFICERS

Officer Positions

- 3.01. The officers of the Corporation shall be a president, a vice-president, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04. A vacancy in any office may be filled by the Board of Directors for the un-expired portion of the officer's term.

President

- 3.05. The president shall be the chief executive officer of the Corporation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other

instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06 When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07 The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08 The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.
 - (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - (c) Maintain custody of the corporate records and of the seal of the Corporation.
 - (d) Affix the seal of the Corporation to all documents as authorized.
 - (e) Keep a register of the mailing address of each [if corporation has members, add member, director, officer, and employee of the Corporation.
 - (f) Perform duties as assigned by the president or by the Board of Directors.
 - (g) Perform all duties incident to the office of secretary.
 - (h) In the absence of treasurer, secretary may perform all duties of treasurer.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include one or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.02. Committees shall be formed as needed. Sample committees are Education, Grant, and Special Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the un-expired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president or directors of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, four nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. No action may be approved without the vote of at least a majority of the number of committee members required to constitute a quorum. If a quorum is not present at any time during a meeting, a majority of the directors present may reconvene the meeting at a later date.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

- 4.07. A committee member may vote in person or by a written proxy executed by the committee member. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law.

Compensation

- 4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

Rules

- 4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

- 5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

- 5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

- 5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

- 5.04. No part of the net earnings of the corporation shall inure to the benefit of any director of the corporation.

Prohibited Acts

- 5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.

- (d) Receive an improper benefit from the operation of the Corporation.
- (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
- (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
- (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
- (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Texas Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
 - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.
 - (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of September and end on the last day in August in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01 (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venture, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of polo contender or its equivalent does not necessarily preclude indemnification by the Corporation.
- (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01, above.
- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a

reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney' fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make theses determinations and decisions by any one of the following procedures:
- (I) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (II) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (III) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 8.02(a) (I) or 8.02(a) (II) or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification id permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the month paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at

his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone or Internet

- 10.01. Any member of the Board of Directors, and any committee of the Corporation may join a meeting by telephone conference call in which all persons participating in the meeting can hear each other or proper security measures and transactional criteria acceptable to the Board of Directors have been instituted and are followed. Participation of a person in such a meeting constitutes presence of that person at the meeting. All such meetings will be recorded or archived. These recordings/archives will be made available to the general public.

- 10.02. A decision without a meeting may be made if a written consent to the decision is signed by all of the persons vote on the matter. The original signed consents shall be placed in the Corporation minute book and kept with the Corporation's records which will be open to the general public.

Voting by Proxy

- 10.03. A person who is authorized to exercise a proxy may not exercise the proxy if delivered to the officer presiding at the meeting before the business of the meeting begins. The secretary or other person taking the minutes of the meeting shall record in the minutes the name of the person who executed the proxy and the name of the person authorized to exercise the proxy. If a person who has duly executed a proxy personally attends a meeting, the proxy shall not be effective for that meeting. A

proxy filed with the secretary or other designated officer shall remain in force and in effect until the first of the following occurs:

- (a) An instrument revoking the proxy is delivered to the secretary or other designated officer.
- (b) The proxy authority expires under the terms of the By-laws.

ARTICLE 11

NON-DISCRIMINATORY STATEMENT

- 11.01 It is the policy of Riverwalk Education Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

ARTICLE 12

AMENDMENTS TO BYLAWS

- 12.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 13

MISCELLANEOUS PROVISIONS

Legal Authorities Governing Constructions of Bylaws

- 13.01. The bylaws shall be construed in accordance with the laws of the State of Texas. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 13.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 13.03. The headings used in the bylaws are used for convenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 13.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 13.05 The Board of Directors may provide for a corporate seal Such a seal would consist of two concentric circles containing the words Riverwalk Education Foundation, Inc., "Texas," in on a circle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 13.05. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 13.06. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Riverwalk Education Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation.

These Bylaws were duly adopted at a meeting of the Board of Directors held on __/__/____.

____/____/____
Date

Name of the Secretary

Signature of the Secretary

____/____/____
Date

Name of the President

Signature of the President

AMENDED BYLAWS

BY-LAWS
RIVERWALK EDUCATION FOUNDATION, INC.

ARTICLE 1

OFFICES

Principal Office

- 1.01. The principal office of the Corporation in the State of Texas shall be located at 10318 Westfield pl. San Antonio, Texas 78240. The Corporation may have such other offices, either in Texas or elsewhere, as the Board of Directors may determine. The Board of Directors may change the location of any office of the Corporation.

Registered Office and Registered Agent

- 1.02. The Corporation shall comply with the requirements of the Act and maintain a registered office and registered agent in Texas. The registered office may, but need not, be identical with the Corporation's principal office in Texas. The Board of Directors may change the registered office and the registered agent as provided in the Act.

ARTICLE 2

BOARD OF DIRECTORS

Management of the Corporation

- 2.01. The affairs of the Corporation shall be managed by the Board of Directors.

Number of Directors

- 2.02. The number of Directors shall be five (5), or as subsequently amended by majority vote of the directors. The number of the Directors may be increased or decreased as needed by amendments. Directors need not be residents of Texas.

Nomination of Directors

- 2.03. At any meeting at which the election a director occurs, a director may nominate a person with the second of any other director. In addition to nominations made at meetings, a nominating committee shall consider possible nominees and, make nominations for each election of directors. The secretary shall include the names nominated by the nomination committee, and any report of the committee, with the notice of the meeting at which the election occurs.

Election of Directors

- 2.04. A person who meets any qualification requirements to be a director and who has been duly nominated may be elected as director. Directors shall be elected by the vote of the majority of the Board of Directors to serve a term of three (3) years. A director may (if desired) be elected to succeed himself or herself as director.

Vacancies

- 2.05. Any vacancy occurring in the Board of Directors, and any director position to be filled due to an increase in the number of directors, shall be filled by the Board of Directors. A vacancy is filled by the affirmative vote of a majority of the remaining directors, even if it is less than a quorum of the Board of Directors, or if it is a sole remaining director. A director elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Annual Meeting

- 2.06. The annual meeting of the Board of Directors may be held at a time and place recommended by the Board of Directors other than these Bylaws. Such meeting shall be held in August of each year. Notice of this meeting will be mailed to all members of the Board of Directors. The notice shall include the time, date, subject, and location of the meeting and will be mailed no less than three (3) days or more than thirty (30) days before the date of the Annual Meeting. Information concerning the time, date, location, and subject of meeting shall be posted for at least 72 hours before the scheduled time of the meeting in a place accessible to the general public at all times.

Regular meeting

- 2.07. The Board of Directors may provide for regular meetings by a resolution stating the time and place of such meetings. The meetings shall be held at the Corporation's registered office in Texas if the resolution does not specify the location of the meetings. The notice shall include the time, date, subject, and location of the meeting and will be mailed no less than three (3) days or more than thirty (30) days before the date of the regular meeting. Information concerning the time, date, location, and subject of the meeting shall be posted for at least 72 hours before the scheduled time of the meeting in a place accessible to the general public at all times.

Emergency Meetings

- 2.08. Emergency meetings of the Board of Directors, because of an imminent threat to public health and safety or a reasonably unforeseeable situation, may be called by at the request of the president or any two directors. A person or persons authorized to call emergency meetings of the Board of Directors may fix any place accessible to the general public within Texas. The person or persons calling emergency meeting shall notify the secretary of the information required to be included in the notice of the meeting. The secretary shall give notice to the directors within at least two (2) hours before the meeting is convened. Information concerning the time, date, location, and subject of the meeting shall be posted for at least two (2) hours before the scheduled time of the meeting in a place accessible to the general public at all times.

Notice

- 2.09. Written or printed notice of any meeting of the Board of Directors shall be delivered to each director not less than three (3) or more than thirty (30) days before the date of the meeting. The notice shall state the place, day, and time of the meeting, who called the meeting, and, the purpose or purposes for which the meeting is called.

Quorum

- 2.10 A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors. No action may be approved without the vote of at least a majority of the number of directors required to constitute a quorum. If a quorum is not present at any time during a meeting, a majority of the directors present may reconvene the meeting at a later date.

Duties of Directors

- 2.11. Directors shall exercise ordinary business judgments in managing the affairs of the Corporation. Directors shall act as fiduciaries with respect to the interests of the members. In acting in their official capacity as directors of this corporation, directors shall act in good faith and take actions they reasonably believe to be in not take any action that they should reasonably believe would be opposed to the Corporation's best interests or would be unlawful. A director shall not be liable if, in the exercise of ordinary care, the director acts in good faith relying on written financial and legal statements provided by an account or attorney retained by the Corporation.

Actions of Board of Directors

- 2.12. The Board of Directors shall try to act by consensus. However, the vote of a majority of directors present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the Board of Directors unless the act of a greater number is required by law or the bylaws. A director who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the decision of the Board of Directors. For the purpose of determining the decision of the Board of Directors, a director who is represented by proxy in a vote is considered present. Voting by proxy is not applicable to the matters regarding Charter Schools that the foundation operates

Proxies

- 2.13. A Director may vote in person or by a written proxy executed by the Director. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law. Voting by proxy is not applicable to the matters regarding Charter Schools that the foundation operates.

Compensation

- 2.14. Directors shall not receive salaries or compensation for their services. The Board of Directors can be reimbursed for expenses pertaining to attendance.

Removal of Directors

- 2.15. The Board of Directors or members may vote to remove a director at any time, only for good cause. Good cause for removal of a director shall include, but not limited to, the unexcused failure to attend five consecutive meetings of the Board of Directors. A meeting to consider the removal of a director may be called and noticed following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the director that will be on the agenda the notice shall state the possible cause for removal. The director shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Corporation shall consider possible arrangements for resolving the problems that are the mutual interest of the Corporation and the director. A director may be removed by the affirmative vote of fifty one (51) percent of the Board of Directors.

Texas Open Meetings Act

- 2.16. The meetings that include charter school matters on the agenda will be conducted in accordance with TOMA (Texas Open Meeting Act).

ARTICLE 3

OFFICERS

Officer Positions

- 3.01. The officers of the Corporation shall be a president, a vice-president, a secretary, and a treasurer. The Board of Directors may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary.

Election and Term of Office

- 3.02. The officers of the Corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as conveniently as possible. Each officer shall serve a term of three (3) years. An officer may be elected to succeed himself or herself in the same office.

Removal

- 3.03 Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Vacancies

- 3.04 A vacancy in any office may be filled by the Board of Directors for the un-expired portion of the officer's term.

President

- 3.05 The president shall be the chief executive officer of the Corporation without receiving any compensation. The president shall supervise and control all of the business and affairs of the Corporation. The president shall preside at all meetings of the members and of the Board of Directors. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Directors has authorized to be executed. However, the president may not execute instruments on behalf of the Corporation if this power is expressly delegated to another officer or agent of the Corporation by the Board of Directors, the bylaws, or statute. The president shall perform other duties prescribed by the Board of Directors and all duties incident to the office of president.

Vice President

- 3.06 When the president is absent, is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or board of directors.

Treasurer

- 3.07 The treasurer shall:
- (a) Have charge and custody of and be responsible for all funds and securities of the Corporation.
 - (b) Receive and give receipts for moneys due and payable to Corporation from any source.
 - (c) Deposit all moneys in the name of Corporation in banks, trust companies, or other depositories as provided in the bylaws or as directed by the Board of Directors or president.
 - (d) Write checks and disburse funds to discharge obligations of the Corporation.
 - (e) Maintain the financial books and record of the Corporation.
 - (f) Prepare financial reports at least annually.
 - (g) Perform other duties as assigned by the president or by the Board of Directors.
 - (h) If required by the Board of Directors, give a bond for the faithful discharge of his or her duties in a sum and with a surety as determined by the Board of Directors.
 - (i) Perform all of the duties incident to the office of treasurer.

Secretary

- 3.08 The secretary shall:
- (a) Give all notices as provided in the bylaws or as required by law.
 - (b) Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records.
 - (c) Maintain custody of the corporate records and of the seal of the Corporation.
 - (d) Affix the seal of the Corporation to all documents as authorized.
 - (e) Keep a register of the mailing address of each [if corporation has members, add member, director, officer, and employee of the Corporation.

- (f) Perform duties as assigned by the president or by the Board of Directors.
- (g) Perform all duties incident to the office of secretary.
- (h) In the absence of treasurer, secretary may perform all duties of treasurer.

ARTICLE 4

COMMITTEES

Establishment of Committees

4.01. The Board of Directors may adopt a resolution establishing one or more committees delegating specified authority to a committee, and appointing or removing members of a committee. A committee shall include one or more directors and may include persons who are not directors. If the Board of Directors delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board of Directors may establish qualifications for membership on a committee. The Board of Directors may delegate to the president its power to appoint and remove members of a committee that has not been delegated any authority to it shall not relieve the Board of Directors, or any individual director, of any responsibility imposed by the Bylaws or otherwise imposed by law. No committee shall have the authority of the Board of Directors to:

- (a) Amend the articles of incorporation.
- (b) Adopt a plan of merger or a plan of consolidation with another corporation.
- (c) Authorize the sale, lease, exchange, or mortgage, of all or substantially all of the property and assets of the Corporation.
- (d) Authorize the voluntary dissolution of the Corporation.
- (e) Revoke proceedings for the voluntary dissolution of the Corporation.
- (f) Adopt a plan for the distribution of the assets of the Corporation.
- (g) Amend, alter, or repeal the bylaws.
- (h) Eject, appoint, or remove a member of a committee or a director or officer of the Corporation.
- (i) Approve any transaction to which the Corporation is a party and that involves a potential conflict of interests as defined in paragraph 5.04, below.
- (j) Take any action outside the scope of authority delegated to it by the Board of Directors.

Authorization of Specific Committee

4.02. Committees shall be formed as needed. Sample committees are Education, Grant, and Special Program Committees. The Board of Directors shall define the activities and scope of authority of each committee by resolution.

Term of Office

- 4.03. Each member of a committee shall continue to serve on the committee until the next annual meeting of the Directors of the Corporation and until a successor is appointed. However, the term of a committee member may terminate earlier if the committee is terminated or if the member dies, ceases to qualify, resigns, or, is removed as a member. A vacancy on a committee may be filled by an appointment made in the same manner as an original appointment. A person appointed to fill a vacancy on a committee shall serve for the un-expired portion of the terminated committee member's term.

Chair and Vice-Chair

- 4.04. One member of each committee shall be designated as the chair of the committee and the other member of each committee shall be appointed by the president or directors of the Corporation. The chair and vice-chair shall be appointed by the president of the Corporation. The chair shall call and preside at all meetings of the committee. When the chair is absent, is unable to act, or refuses to act, the vice-chair shall perform the duties of the chair. When a vice-chair acts in place of the chair, the vice-chair shall have all the powers of and be subject to all the restrictions upon the chair.

Notice of Meetings

- 4.05. Written or printed notice of a committee meeting shall be delivered to each member of a committee not less than, four nor more than 30 days before the date of the meeting. The notice shall state the place, day, and time of the meeting, and the purpose or purposes for which the meeting is called.
- 4.06. A majority of the members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. No action may be approved without the vote of at least a majority of the number of committee members required to constitute a quorum. If a quorum is not present at any time during a meeting, a majority of the directors present may reconvene the meeting at a later date.

Actions of Committees

- 4.07. Committees shall try to take action by consensus. However, the vote of a majority of committee members present and voting at a meeting at which a quorum is present shall be sufficient to constitute the act of the committee unless the act of a greater number is required by law or the bylaws. A committee member who is present at a meeting and abstains from a vote is not considered to be present and voting for the purpose of determining the act of the committee.

Proxies

- 4.08. A committee member may vote in person or by a written proxy executed by the committee member. No proxy shall be valid after three months from the date of its execution. Each proxy shall be revocable unless expressly provided therein to be irrevocable, and unless otherwise made irrevocable by law. Voting by proxy is not applicable to the matters regarding Charter Schools that the foundation operates.

Compensation

- 4.09. Committee members shall not receive salaries for their services. The Board of Directors may adopt a resolution providing for the payment to committee members of a fixed sum and expenses of attendance, if any, for attendance at each meeting of the committee. A committee member may serve the Corporation in any other capacity and receive compensation for those services. Any compensation that the Corporation pays to a committee member shall be commensurate with the services performed and shall be reasonable in amount.

Rules

- 4.10. Each committee may adopt rules for its own operation not inconsistent with the bylaws or with rules adopted by the Board of Directors.

Texas Open Meetings Act

- 4.11. The meetings that include charter school matters on the agenda will be conducted in accordance with TOMA (Texas Open Meeting Act).

ARTICLE 5

TRANSACTIONS OF THE CORPORATION

Contracts

- 5.01. The Board of Directors may authorize any officer or agent of the Corporation to enter into a contract or execute and deliver any instrument in the name of and on behalf of the Corporation. This authority may be limited to a specific contract or instrument or it may extend to any number and type of possible contracts and instruments.

Deposit

- 5.02. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trust companies or other depositories that the Board of Directors selects.

Gifts

- 5.03. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation. The Board of Directors may make gifts and give charitable contributions that are not prohibited by the bylaws, the articles of incorporation, state law, and any requirements for maintaining the Corporation's federal and state tax status.

Potential Conflicts of Interest

- 5.04. No part of the net earnings of the corporation shall inure to the benefit of any director of the corporation.

Prohibited Acts

- 5.05. As long as the Corporation is in existence, and except with the prior approval of the Board of Directors, no director, officer or committee member shall:
- (a) Do any act in violation of the bylaws or a binding obligation of the Corporation.
 - (b) Do any act with the intention of harming the Corporation or any of its operations.
 - (c) Do any act that would make it impossible or unnecessarily difficult to carry on the intended or ordinary business of the Corporation.
 - (d) Receive an improper benefit from the operation of the Corporation.
 - (e) Use the assets of the Corporation, directly or indirectly, for any purpose other than carrying on the business of the Corporation.
 - (f) Wrongfully transfer or dispose of Corporation property, including intangible property such as good will.
 - (g) Use the name of the Corporation (or any substantially similar name) or any trademark or trade name adopted by the Corporation, except on behalf of the Corporation in the ordinary course of the Corporation's business.
 - (h) Disclose any of the Corporation business practices, trade secrets, or any other information not generally known to the business community to any person not authorized to receive it.

ARTICLE 6

BOOKS AND RECORDS

Required Books and Records

- 6.01. The Corporation shall keep complete books and records of account. The Corporation's books and records shall include:
- (a) A file-endorsed copy of all documents filed with Texas Secretary of State relating to the Corporation, including, but not limited to, the articles of Corporation, and any articles of amendment, restated articles, articles of merger, articles of consolidation, and statement of change of registered office or registered agent.
 - (b) A copy of the bylaws, and any amended versions or amendments to the bylaws.
 - (c) Minutes of the proceedings of the Board of Directors, and committees having any of the authority of the Board of Directors.
 - (d) A list of the names and addresses of the directors, officers and any committee members of the Corporation.
 - (e) A financial statement showing the assets, liabilities and net worth of the Corporation at the end of the three most recent fiscal years.
 - (f) A financial statement showing the income and expenses of the Corporation for the three most recent fiscal years.

- (g) All rulings, letters, and other documents relating to the Corporation's federal, state, and local tax status.

ARTICLE 7

FISCAL YEAR

- 7.01 The fiscal year of the Corporation shall begin on the first day of September and end on the last day in August in each year.

ARTICLE 8

INDEMNIFICATION

When Indemnification is Required, Permitted, and Prohibited

- 8.01 (a) The Corporation shall indemnify a director, officer, committee member, employee or agent of the Corporation who was, is or may be named defendant or respondent in any proceeding as a result of his or her actions omissions within the scope of his or her official capacity in the Corporation. For the purposes of this article, an agent includes one who is or was serving at the request of the Corporation as a director, officer, partner, venture, proprietor, trustee, partnership, joint venture, sole proprietorship, trust, employee benefit plan, or other enterprise. However, the Corporation shall indemnify a person only if he or she acted in good faith and reasonably believed that the conduct was in the Corporation's best interests. In a case of criminal proceeding, the person may be indemnified only if he or she had no reasonable cause to believe that the conduct was unlawful. The Corporation shall not indemnify a person who is found liable to the Corporation or is found to be liable to another on the basis of improperly receiving a personal benefit. A person is conclusively considered to have been found liable in relation to any claim, issue, or matter if the person has been adjudged liable by a court of competent jurisdiction and all appeals have been exhausted.
- (b) The termination of a proceeding by judgment, order, settlement, conviction, or on a plea of polo contender or its equivalent does not necessarily preclude indemnification by the Corporation.
- (c) The Corporation shall pay or reimburse expenses incurred by a director, officer, committee member, employee, or agent of the Corporation in connection with the person's appearance as a witness or other participation in a proceeding involving or affecting the Corporation when the person is not a named defendant or respondent in the proceeding.
- (d) In addition to the situations otherwise described in this paragraph, the Corporation may indemnify a director, officer, committee member, employee, or agent of the Corporation to the extent permitted by law. However, the

Corporation shall not indemnify any person in any situation in which indemnification is prohibited by the terms of paragraph 8.01, above.

- (e) Before the final disposition of a proceeding, the Corporation may pay indemnification expenses permitted by the bylaws and authorized by the Corporation. However, the Corporation shall not pay indemnification expenses to a person before the final disposition of a proceeding. If the person is a named defendant or respondent in a proceeding brought by the Corporation; or the person is alleged to have improperly received a personal benefit or committed other willful or intentional misconduct.
- (f) If the Corporation may indemnify a person under the bylaws, the person may be indemnified against judgment, penalties, including excise and similar taxes, fines, settlements, and reasonable expenses (including attorney's fees) actually incurred in connection with the proceeding. However, if the proceeding was brought by or on behalf of the Corporation, the indemnification is limited to a reasonable expenses actually incurred by the person in connection with the proceeding.

Procedures Relating to Indemnification Payments

- 8.02. (a) Before the Corporation may pay any indemnification expenses (including attorney' fees), and determine that expenses to be reimbursed are reasonable, except as provided in paragraph 8.02(c), below. The Corporation may make theses determinations and decisions by any one of the following procedures:
- (I) Majority vote of the quorum consisting of directors who, at the time of the vote, are not named defendants or respondents in the proceeding.
 - (II) If such a quorum cannot be obtained, by a majority vote of committee of the Board of Directors, designated to act in the matter by a majority vote of all directors, consisting solely of two or more who at the time of the vote are not named defendants or respondents in the proceeding.
 - (III) Determination by special legal counsel selected by the Board of Directors by votes as provided in paragraph 8.02(a) (I) or 8.02(a) (II) or if such a quorum cannot be obtained and such a committee cannot be established, by a majority vote of all directors.
- (b) The Corporation shall authorize indemnification and determine that expenses to be reimbursed are reasonable in the same manner that it determines whether indemnification id permissible. If the determination that the facts then known to those making the determination would not preclude indemnification and authorization of payment shall be made in the same manner as a determination that indemnification is permissible under paragraph 8.02(a), above. The person's written affirmation shall state that he or she has met the standard of conduct necessary for indemnification under the bylaws, The written undertaken shall provide for repayment of the month paid or reimbursed by the Corporation if it is ultimately determined that the person has not met the requirements for indemnification. The undertaken shall be an unlimited general obligation of the person, but it need not be secured and it may be accepted without reference to financial ability to make repayment.

ARTICLE 9

NOTICES

Notice by Mail or Telegram

- 9.01. Any notice required or permitted by the bylaws to be given to a director, officer or member of a committee of the Corporation may be given by mail or telegram. If mailed a notice shall be deemed to be delivered when deposited in the United States mail addressed to the person at his or her address as it appears on the records of the Corporation, with postage prepaid. If given by telegram, a notice shall be deemed to be delivered when accepted by the Telegram Company and addressed to the person at his or her address as it appears on the records of the Corporation. A person may change his or her address by giving written notice to the secretary of the Corporation.

Signed Waiver of Notice

- 9.02. Whenever any notice is required to be given under the provisions of the act or under the provisions of the articles of incorporation or the bylaws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of the notice shall be effective whether signed before or after the time stated in the notice being waived.

Waiver of Notice by Attendance

- 9.03. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction or any business because the meeting is not lawfully called or convened.

ARTICLE 10

SPECIAL PROCEDURES CONCERNING MEETINGS

Meeting by Telephone

- 10.01. Any member of the Board of Directors, and any committee of the Corporation may join a meeting by telephone conference call in which all persons participating in the meeting can hear each other or proper security measures and transactional criteria acceptable to the Board of Directors have been instituted and are followed. Participation of a person in such a meeting constitutes presence of that person at the meeting. All such meetings will be recorded or archived. These recordings/archives

will be made available to the general public. Joining meeting by telephone conference call is not applicable to the matters regarding Charter Schools that the foundation operates.

- 10.02. A decision without a meeting may be made if a written consent to the decision is signed by all of the persons vote on the matter. The original signed consents shall be placed in the Corporation minute book and kept with the Corporation's records which will be open to the general public. Consent voting is not applicable to the matters regarding Charter Schools that the foundation operates.

Voting by Proxy

- 10.03. A person who is authorized to exercise a proxy may not exercise the proxy if delivered to the officer presiding at the meeting before the business of the meeting begins. The secretary or other person taking the minutes of the meeting shall record in the minutes the name of the person who executed the proxy and the name of the person authorized to exercise the proxy. If a person who has duly executed a proxy personally attends a meeting, the proxy shall not be effective for that meeting. A proxy filed with the secretary or other designated officer shall remain in force and in effect until the first of the following occurs:

- (a) An instrument revoking the proxy is delivered to the secretary or other designated officer.
- (b) The proxy authority expires under the terms of the Bylaws.

Voting by proxy is not applicable to the matters regarding Charter Schools that the foundation operates.

ARTICLE 11

NON-DISCRIMINATORY STATEMENT

- 11.01 It is the policy of Riverwalk Education Foundation not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, gender, veteran status, or political affiliation, in its educational or employment programs and activities.

ARTICLE 12

AMENDMENTS TO BYLAWS

- 12.01 The bylaws may be altered, amended, or repealed, and new bylaws may be adopted a majority vote by the Board of Directors. The notice of any meeting at which the bylaws are altered, amended, or repealed, or at which new bylaws are adopted shall include the text of the proposed bylaw provisions as well as the text of any existing provisions proposed to be altered, amended, or repealed. Alternatively, the notice may include a fair summary of those provisions.

ARTICLE 13

MISCELLANEOUS PROVISIONS

Legal Authorities Governing Constructions of Bylaws

- 13.01. The bylaws shall be construed in accordance with the laws of the State of Texas. All references in the bylaws to statutes, regulations, or other sources of legal authority shall refer to the authorities cited, or their successors, as they may be amended from time to time.

Legal Construction

- 13.02. If any bylaw provision is held to be invalid, illegal, or unenforceable in any respect, the invalidity, illegality, or unenforceability shall not any other provision and the bylaws shall be construed as if the invalid, illegal, or unenforceable provision had not been included in the bylaws.

Headings

- 13.03. The headings used in the bylaws are used for convenience and shall not be considered in contouring the terms of the bylaws.

Gender

- 13.04. Wherever the context requires, all words in the bylaws in the male gender shall be deemed to include female or neuter gender, all singular words shall include the plural, and all plural words shall include the singular.

Seal

- 13.05. The Board of Directors may provide for a corporate seal Such a seal would consist of two concentric circles containing the words Riverwalk Education Foundation, Inc., "Texas," in on a circle and the word "Incorporated" together with the date of incorporation of the Corporation in the other circle.

Power of Attorney

- 13.06. A person may execute any instrument related to the Corporation by means of a power of attorney if an original executed copy of the Corporation to be kept with the Corporation records.

Parties Bound

- 13.07. The bylaws shall be binding upon and inure to the benefits of the directors, officers, committee members, employees, and agents of the Corporation and their respective heirs, executors, administrators, legal representatives, successors, and assigns except as otherwise provided in the bylaws.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of Riverwalk Education Foundation, Inc. and that the foregoing Bylaws constitute the Bylaws of the Corporation.

These Bylaws were duly adopted at a meeting of the Board of Directors held on 02/12/2005

02/14/2005
Date

Veyzel Demir
Name of the Secretary


Signature of the Secretary

2/14/2005
Date

Turgay Korkmaz
Name of the President


Signature of the President

ATTACHMENT F

**PUBLISHED NOTICE
of
PUBLIC HEARING**

1030 IMPROVEMENTS

3389 OCEAN DRIVE
3/2/2, great for enter-
taining \$1500mo+dep
Kessling Svcs 857-6789

1218 CRESCENT
3/2/2... No Air Cond.,
\$695 mo. + dep.
Kessling Svcs 857-6789

4913 MORAVIAN
2bdrm/1ba/1car gar.,
\$575 mo. + dep.
Kessling Svcs 857-6789

5533 CROSSGATE
south 3/2/2, exc. cond.,
\$1045mo + \$700dep
★851-9202★

EXECUTIVE 4-2-2
located 5805 St.
Andrews. Lease &
references. 816-7501

F.B. 3/2/2, new crpt,
Pet ok, no smoke, 1
year lease, \$845mo +
dep. Linda 949-2131.

F.B. 3/2, FP, 2 car
garage w/opener,
\$975mo+dep No pets
939-7530 or 994-0473

GOOD neighborhood,
2br/1ba, lrg living
area, \$575/mo.
249-3088

ISLAND/canal 2decks
2 liv areas Fireplace
3/3/2 Year lease.
\$1,500.00 949-3177

AYERS/TARLTON
area, clean 2bdrms,
lrg corner lot \$475/mo
688-9927 ★ 992-5733

PORTLAND:
Rent to own 3/2/2 brick
\$800 Month + Deposit
RHODES REALTY
361-643-2083

SOUTH SIDE. 4201
Clinton. Newly remod.
3/1, appls. \$500/dep.
\$850/mo..... 688-2969

454 CLARK. 3/1...\$750
5605 Cordelia 4/2 \$825
For rent or sale.
855-9512 or 510-0682

Windward Properties
14117 Cabana North

6725 Sudbury	\$1500
72 Lake Shore	\$1500
4601 Coody	\$1200
3622 Bentwood	\$925
2533 Ashlock	\$750
4917 Andover	\$700
2046 Sentinel	\$895
11652 Flatrock	\$640
1332 11th St.	\$450

★ 361-994-1089

PROPERTY
Management & Sales
Since 1978

Kessling Svcs 857-6789

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NOTICES

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1030 IMPROVEMENTS

SOUTHSIDE OFFICE
or retail locations.
SPID, Saratoga, Sta-
ples, Weber and other
locations. Sizes from
150 sf -14,000 sf
Call 906-0033

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1110 LEGAL

December 13, 2006
beginning at 10:00
a.m.. The pre-bid
meeting will convene
at the O.N. Stevens
Water Treatment
Plant, located at
13101 Leopard
Street, Corpus
Christi, Texas. The
pre-bid meeting will
be conducted by the
City, and a site visit
will follow if requested
by attendees.

A bid bond in the
amount of 5% of the
highest amount bid
must accompany each
proposal. Failure to
provide the bid bond
will constitute a non-
responsive proposal
which will not be
considered. Failure to
provide required
performance and
payment bonds for
contracts over
\$25,000.00 will result
in forfeiture of the 5%
bid bond to the City as
liquidated damages.
Bidder's plan deposit is
subject to mandatory
forfeiture to the City if
bidding documents are
not returned to the City
within two weeks of
receipt of bids.

Plans, proposal forms,
specifications and
contract documents
may be procured from
the City Engineer upon
a deposit of Fifty and
no/100 Dollars
(\$50.00) as a
guarantee of their
return in good
condition within two
weeks of bid date.
Documents can be
obtained by mail upon
receipt of an additional
(\$10.00) which is a non-
refundable postage/
handling charge.

The bidder is hereby
notified that the owner
has ascertained the
wage rates which
prevail in the locality
in which this work is to
be done and that such
wage scale is set out in
the contract
documents obtainable
at the office of the City
Engineer and the
Contractor shall pay
not less than the wage
rates so shown for
each craft or type of
"laborer," "workman,"
or "mechanic" employed
on this project.

The City reserves the
right to reject any or all
bids, to waive
irregularities and to
accept the bid which, in

1110 LEGAL

liquidated damages.
Bidder's plan deposit is
subject to mandatory
forfeiture to the City if
bidding documents are
not returned to the City
within two weeks of
receipt of bids.

Plans, proposal forms,
specifications and
contract documents
may be procured from
the City Engineer upon
a deposit of Fifty and
no/100 Dollars
(\$50.00) as a
guarantee of their
return in good
condition within two
weeks of bid date.
Documents can be
obtained by mail upon
receipt of an additional
(\$10.00) which is a non-
refundable postage/
handling charge.

The bidder is hereby
notified that the owner
has ascertained the
wage rates which
prevail in the locality
in which this work is to
be done and that such
wage scale is set out in
the contract
documents obtainable
at the office of the City
Engineer and the
Contractor shall pay
not less than the wage
rates so shown for
each craft or type of
"laborer," "workman,"
or "mechanic" employed
on this project.

The City reserves the
right to reject any or all
bids, to waive
irregularities and to
accept the bid which, in
the City's opinion,
seems most
advantageous to the
City and in the best
interest of the public.

CITY OF CORPUS
CHRISTI, TEXAS

/s/ Angel R. Escobar,
P.E.

Director of Engineering
Services

/s/ Armando Chapa
City Secretary

NOTICE TO BIDDERS

Sealed proposals,
addressed to the City
of Corpus Christi,
Texas for:

Southmoreland
Addition Street
Improvements,
Phases 3B and 4B,
PART I consists of the
first stage in four
stages of construction
of a storm drain trunk
main and other
drainage, pavement
and utility
improvements, and is

1110 LEGAL

obtained by mail upon
receipt of an additional
(\$10.00) which is a non-
refundable postage/
handling charge.

The Bidder is hereby
notified that the City
has ascertained the
wage rates which
prevail in the locality
in which this work is to
be done and that such
wage scale is set out in
the contract
documents obtainable
at the office of the City
Engineer and the
Contractor shall pay
not less than the wage
rates so shown for
each craft or type of
"laborer," "workman,"
or "mechanic" employed
on this project.

The City reserves the
right to reject any or all
bids, to waive
irregularities and to
accept the bid which, in
the City's opinion,
seems most
advantageous to the
City and in the best
interest of the public.

CITY OF CORPUS
CHRISTI, TEXAS

/s/ Angel R. Escobar,
P.E.

Director of Engr.
Services

/s/ Armando Chapa
City Secretary

PUBLIC NOTICE

Riverwalk Education
Foundation, Inc. will
hold a public meeting
about a new charter
school, School of
Science and
Technology Corpus
Christi, on Wednesday,
December 20, 2006 at
2:00 p.m. The meeting
will take place in the La
Retama Room at the
Central Library, located
at 805 Comanche St.,
Corpus Christi, TX
78401. Riverwalk
Education
Foundation's board
members and their
positions are as
follows: Dr. Turgay
Korkmaz, President;
Christopher John
Gieseke, Vice-
President; Kamil
Yilmaz, Secretary;
Anyan Oruc,
Treasurer; Roland U.
Campos, Member.

All interested people are
cordially invited.

Purchase of Paper
Products Request for
Bids are being solicited
by Corpus Christi
Independent School

PUBLISHER'S AFFIDAVIT

State of Texas }
County of Nueces } ss: School of Science and Technology
 Ad # 5633021
 PO #

Before me, the undersigned, a Notary Public, this day personally came Sandra Orum, who being first duly sworn, according to law, says that she is Legal Sales Representative of the *Corpus Christi Caller-Times*, a daily newspaper published at Corpus Christi in said City and State, generally circulated in Aransas, Bee, Brooks, Duval, Jim Hogg, Jim Wells, Karnes, Kenedy, Kleberg, Live Oak, Nueces, Refugio, San Patricio, Victoria and Webb Counties, and that the publication of, PUBLIC NOTICE RIVERWALK EDUCATION which the annexed is a true copy, was inserted in the *Corpus Christi Caller-Times* and on the World Wide Web on the *Caller-Times Interactive* on the 11TH day(s) of DECEMBER, 2006.

\$161.92

Sandra Orum

Legal Sales Representative
TWO (2) Time(s)

Subscribed and sworn to me on the date of

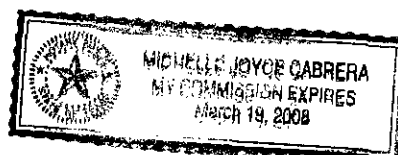
12/13/06

Notary Public, Nueces County, Texas

Michelle Cabrera

Print or Type Name of Notary Public

My commission expires on March 19, 2008.



*** * * Ad Receipt * * ***

Corpus Christi Caller-Times
820 Lower N. Broadway
Corpus Christi, TX 78401
(361)884-2011

Printed by: AmandaS on Dec 08, 2006 at 1:32pm

Account Information	Ad Information
Phone: (210) 804-0222 Name: School of Science and Technology Account #: Address: 1450 NE Loop 410 San Antonio, TX 78209 Client: Placed by: 7416 / Laura Martinez Fax #: (210) 822-3422	Classification: 1110-Legal Notices Start date: 12-11-06 Stop date: 12-11-06 Rate code: Regional Line Insertions: 2 Publications: Daily Caller-Times CTI Size: 1 x 32.530 Billed size: 33.00 7.5pt lines Ad #: 5633021 Ad type: Liner Ad Taken by: Amanda Stevens

Payment Information							
Date	Payment #	Type	Number	Card Name	Expires	Approval	Amount
12-08-06	926047	Check	1921				161.92
Total payments:							\$ 161.92
Note: The above advertising may be subject to credit card approval							

Gross price: \$ 161.92
Net price: \$ 161.92
Total payments: \$ 161.92

Amount Due: **\$ 0.00**

Ad Copy:

PUBLIC NOTICE
Riverwalk Education Foundation, Inc. will hold a public meeting about a new charter school, School of Science and Technology Corpus Christi, on Wednesday, December 20, 2006 at 2:00 p.m. The meeting will take place in the La Retama Room at the Central Library, located at 805 Comanche St., Corpus Christi, TX 78401. Riverwalk Education Foundation's board members and their positions are as follows: Dr. Turgay Korkmaz, President; Christopher John Gieseke, Vice-President; Kamil Yilmaz, Secretary; Anyan Oruc, Treasurer; Roland U. Campos, Member.
All interested people are cordially invited.

ATTACHMENT G

SYNOPSIS of PUBLIC HEARING

Public hearing to discuss the proposed charter school, School of Science and Technology Corpus Christi, was held in the La Retama Room at the Central Library, located at 805 Comanche St., Corpus Christi, TX 78401, on December 20, 2006. Mr. Kemal Namver, superintendent of School of Science and Technology, presented a slide show explaining:

- Charter school system
- School of Science and Technology system: Brief history, programs and achievements.
- Proposed school: Curricular and extra-curricular activities, special programs, student support, etc.

This presentation was followed by a question and answer session. The following list is the questions from the participants and the responses from Mr. Namver:

1. What are charter schools?

A charter school is a type of public school. Charter schools provide education through a "charter," granted by a chartering entity such as the State Board of Education or the board of trustees of an independent school district.

2. How will the school be funded?

Like independent school districts, the school will receive state funds based on the average daily attendance (ADA) of students. The school may also receive funds from private funding sources.

3. What do you do with the people who do not speak English well?

The school will have ESL program. Depending on the needs of individual students, they will be given special services under this program.

4. Where will the school be located?

The school will be located in Nueces County, possibly in the city of Corpus Christi. However, the exact location is yet to be determined.

5. How do you handle the home visits?

All the parents are informed, at the time of first admission, teachers pay visits to parents' homes. This is to help establishing close relations between the school and the home so that the students are served better. Home room teachers arrange these visits by contacting parents.

6. Can you give more information about the after school program?

After school program is open to all students. It has two components: Clubs and tutorials. Tutorials are for students who need extra help.

ATTACHMENT H

**SIGNED CERTIFIED MAIL
RECEIPT CARDS**

7006 2760 0001 9635 2107

U.S. Postal Service
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

AGUA DULCE TX 78330

Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP+4
PAUL CZERWINSKI
Superintendent
AGUA DULCE ISD
1 LONGHORN DR
AGUA DULCE TX 78330

PS Form 3800, Au

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

PAUL CZERWINSKI
Superintendent
AGUA DULCE ISD
1 LONGHORN DR
AGUA DULCE TX 78330

2. Article Number
(Transfer from service label)

7006 2760 0001 9635 2107

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x George Franco ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

1-30-07

D. Is delivery address different from item 1? ☒ Yes
 If YES, enter delivery address below: ☐ No

P.O. Box 250

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0001 9635 2114

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

ALICE TX 78332

Postage	\$	00.63
Certified Fee		02.40
Return Receipt Fee (Endorsement Required)		01.85
Restricted Delivery Fee (Endorsement Required)		00.00
Total Postage & Fees	\$	04.88

0240

01

Postmark
Here

01/25/2007

Sent To **HENRY HERRERA**
 Superintendent
 Street, Apt. No.,
 or PO Box No. **ALICE ISD**
 #2 COYOTE TRL
 City, State, ZIP+4 **ALICE TX 78332-4140**

PS Form 3800, Au



7006 2760 0001 9635 2114

SENDER: COMPLETE THIS SECTION

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- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HENRY HERRERA
 Superintendent
 ALICE ISD
 #2 COYOTE TRL
 ALICE TX 78332-4140

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

☐ Agent

☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

1/29/07

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
- ☐ Registered ☐ Return Receipt for Merchandise
- ☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7006 2760 0001 9635 2114

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7006 2760 0001 9635 2138

U.S. Postal Service
CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

ARANSAS PASS TX 78336

Postage	\$ 0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 4.88	01/25/2007

SENT TO
 CARL MONTOYA
 Superintendent
 ARANSAS PASS ISD
 244 W HARRISON BLVD
 ARANSAS PASS TX 78336-2442

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

CARL MONTOYA
 Superintendent
 ARANSAS PASS ISD
 244 W HARRISON BLVD
 ARANSAS PASS TX 78336-2442

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☐ Agent ☒ Addressee
Mary Morales

B. Received by (Printed Name) C. Date of Delivery
 MARY MORALES 1/29/07

D. Is delivery address different from item 1? ☐ Yes ☒ No
 If YES, enter delivery address below:

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0001 9635 2138

PS Form 3811, February 2006

Electronic Return Receipt

102595-02-M-1540

7006 2760 0001 9635 2145

U.S. Postal Service
CERTIFIED MAILTM RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

BANQUETE TX 78339

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01

Postmark
Here

01/25/2007

Sent To **JIM RUMAGE**
 Superintendent
 Street, Apt. No.,
 or PO Box No. **BANQUETE ISD**
 City, State, ZIP+4 **4339 FOURTH ST**
BANQUETE TX 78339

PS Form 3800, Au

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

JIM RUMAGE
 Superintendent
 BANQUETE ISD
 4339 FOURTH ST
 BANQUETE TX 78339

2. Article Number
 (Transfer from service label)

7006 2760 0001 9635 2145

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 X *Lup & Martinez* ☒ Agent ☐ Addressee
- B. Received by (Printed Name) *Lup & Martinez* C. Date of Delivery *1-29-07*
- D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

U.S. Postal Service
CERTIFIED MAIL RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

BEEVILLE TX 78102

Postage	\$ 40.63	0240 01 Postmark Here
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 44.88	01/25/2007

Sent To **JOHN HARDWICK**
 Superintendent
 Street, Apt. No.,
 or PO Box No. **BEEVILLE ISD**
2400 N SAINT MARY'S ST
 City, State, Zip+4 **BEEVILLE TX 78102-2494**

PS Form 3800, Ad

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

JOHN HARDWICK
 Superintendent
 BEEVILLE ISD
 2400 N SAINT MARY'S ST
 BEEVILLE TX 78102-2494

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent ☒ Addressee
Maureen Stephens
 B. Received by (Printed Name) *Maureen Stephens* C. Date of Delivery *1-26-07*
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0001 9635 2152

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™
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For delivery information visit our website at www.usps.com

BEN BOLT TX 78342

Postage	\$ 0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To **ALBERTO BYINGTON**
 Superintendent
 BEN BOLT-PALITO BLANCO ISD
 S HWY 281 - 172 BADGER LN
 BEN BOLT TX 78342

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

ALBERTO BYINGTON
 Superintendent
 BEN BOLT-PALITO BLANCO ISD
 S HWY 281 - 172 BADGER LN
 BEN BOLT TX 78342

COMPLETE THIS SECTION ON DELIVERY

A. Signature

- ☒ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

1-29-07

- D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number

(Transfer from service label)

7006 2760 0004 1934 3059

PS Form 3811, February 2004

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For delivery information visit our website at www.usps.com

BENAVIDES TX 78341

Postage	\$ 00.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 04.88	01/25/2007

Sent To **IGNACIO SALINAS**
 Superintendent
 BENAVIDES ISD
 106 W SCHOOL ST
 BENAVIDES TX 78341

PS Form 3800, A

7006 2760 0004 1934 3066

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

IGNACIO SALINAS
 Superintendent
 BENAVIDES ISD
 106 W SCHOOL ST
 BENAVIDES TX 78341

2. Article Number

(Transfer from service label)

7006 2760 0004 1934 3066

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]* ☐ Agent
☒ Addressee
 B. Received by (Printed Name) *EMMA LOU SALINAS*
 C. Date of Delivery *01/25/07*
 D. Is delivery address different from item 1? ☒ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3073

U.S. Postal Service TM		
CERTIFIED MAIL TM RECEIPT		
<i>(Domestic Mail Only; No Insurance Coverage Provided)</i>		
For delivery information visit our website at www.usps.com		
BISHOP TX 78343		
Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007
Sent To CHRISTINA GUTIERREZ		
Superintendent		
BISHOP CISD		
719 E SIXTH ST		
BISHOP TX 78343-2708		
PS Form 3800, A		

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

FALFURRIAS TX 78355

Postage	\$ 0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.88

0240

01

Postmark
Here

01/25/2007

Sent To **JOE TREVINO**
 Superintendent
 BROOKS COUNTY ISD
 200 E ALLEN ST
 FALFURRIAS TX 78355

PS Form 3800, Aug 2004

7006 2760 0004 1934 3080

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

JOE TREVINO
 Superintendent
 BROOKS COUNTY ISD
 200 E ALLEN ST
 FALFURRIAS TX 78355

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3080

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Juanito Pena

☐ Agent

☐ Addressee

B. Received by (Printed Name)

Juanito Pena

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7006 2760 0004 1934 3097

U.S. Postal ServiceTM
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For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78410

Postage	\$ \$0.63	0240 01 Postmark Here 01/25/2007 78246
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	

Sent To

ARTURO ALMENDAREZ
Superintendent
CALALLEN ISD
4205 WILDCAT DR
CORPUS CHRISTI TX 78410-5198

PS Form 3800, A

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ 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.	A. Signature X Debbie Sanderfer ☐ Agent ☐ Addressee B. Received by (Printed Name) Debbie Sanderfer C. Date of Delivery 1/29/07 D. Is delivery address different from item 1? ☐ Yes ☐ No If YES, enter delivery address below:
1. Article Addressed to: ARTURO ALMENDAREZ Superintendent CALALLEN ISD 4205 WILDCAT DR CORPUS CHRISTI TX 78410-5198	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3097

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For delivery information visit our website at www.usps.com®

CORPUS CHRISTI TX 78401

Postage	\$ \$0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$4.88

0240

01

Postmark

01/25/2007

Sent To **D ELLIFF**
 Superintendent
 CORPUS CHRISTI ISD
 801 LEOPARD ST
 CORPUS CHRISTI TX 78401

PS Form 3800, AU

7006 2760 0004 1934 3103

SENDER: COMPLETE THIS SECTION

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- 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.

1. Article Addressed to:

D ELLIFF
 Superintendent
 CORPUS CHRISTI ISD
 801 LEOPARD ST
 CORPUS CHRISTI TX 78401

2. Article Number
 (Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature **Mary A. Cantor** ☐ Agent ☐ Addressee
 B. Received by (Printed Name) **Mary A. Cantor**
 C. Date of Delivery **1-29-07**
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3103

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT

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For delivery information visit our website at www.usps.com

DRISCOLL TX 78351

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240



Sent To **CYNTHIA GARCIA**
 Superintendent
 Street, Apt. No.,
 or PO Box No. **DRISCOLL ISD**
410 W AVE D
 City, State, ZIP+4 **DRISCOLL TX 78351**

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

CYNTHIA GARCIA
 Superintendent
 DRISCOLL ISD
 410 W AVE D
 DRISCOLL TX 78351

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Agustin Gonzalez ☐ Agent
☒ Addressee

B. Received by (Printed Name) C. Date of Delivery

AGUSTIN GONZALEZ **1/30**

D. Is delivery address different from Item 1? ☐ Yes
 If YES, enter delivery address below ☒ No

3. Service Type

☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3110

7006 2760 0004 1934 3127

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

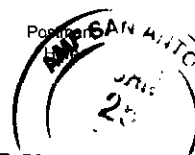
For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78418

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01



01/25/2007

Sent To **JULIE CARBAJAL**
 Superintendent
 FLOUR BLUFF ISD
 2505 WALDRON RD
 CORPUS CHRISTI TX 78418-4798

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

JULIE CARBAJAL
 Superintendent
 FLOUR BLUFF ISD
 2505 WALDRON RD
 CORPUS CHRISTI TX 78418-4798

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Joan Reyes

- ☐ Agent
☐ Addressee

B. Received by (Printed Name)

Joan Reyes

C. Date of Delivery

1-29-07

D. Is delivery address different from item 1?

- ☐ Yes
☐ No

If YES, enter delivery address below:

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

- ☐ Yes

7006 2760 0004 1934 3127

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

FREER TX 78357

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01

Postmark
Here

01/25/2007

Sent To **EDGAR CAMACHO**
 Superintendent
 FREER ISD
 905 S NORTON
 FREER TX 78357

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

EDGAR CAMACHO
 Superintendent
 FREER ISD
 905 S NORTON
 FREER TX 78357

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3134

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Edgar Camacho ☐ Agent ☒ Addressee

B. Received by (Printed Name)

C. Date of Delivery

Edgar Camacho

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7006 2760 0004 1934 3141

U.S. Postal Service CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided) For delivery information visit our website at www.usps.com		
GEORGE WEST TX 78022		
Postage	\$ 00.63	0240 01 Postmark Here 01/25/2007
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 04.88	
Sent To: JAMES STANSBERRY Superintendent GEORGE WEST ISD 913 HOUSTON ST GEORGE WEST TX 78022-3416		
PS Form 3800, A		

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
■ 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.		A. Signature <i>Margaret Yarbrough</i>	
1. Article Addressed to: JAMES STANSBERRY Superintendent GEORGE WEST ISD 913 HOUSTON ST GEORGE WEST TX 78022-3416		B. Received by (Printed Name) <i>Margaret Yarbrough</i>	
		C. Date of Delivery <i>1-26-07</i>	
		D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No	
		3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.	
		4. Restricted Delivery? (Extra Fee) ☐ Yes	
2. Article Number (Transfer from service label)		7006 2760 0004 1934 3141	

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

PORTLAND TX 78374

Postage	\$	\$0.63	0240 01 Postmark Here 01/25/2007 X1 01
Certified Fee		\$2.40	
Return Receipt Fee (Endorsement Required)		\$1.85	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees		\$	\$4.88

Sent To: **WALTER CLORE**
 Superintendent
 GREGORY-PORTLAND ISD
 608 COLLEGE ST
 PORTLAND TX 78374

PS Form 3800, All

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- 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.	A. Signature <i>X Alfred Gomez</i> ☐ Agent ☐ Addressee B. Received by (Printed Name) ALFRED GOMEZ C. Date of Delivery D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: WALTER CLORE Superintendent GREGORY-PORTLAND ISD 608 COLLEGE ST PORTLAND TX 78374	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7006 2760 0004 1934 3158

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

INGLESIDE TX 78362

7006 2760 0004 1934 3165

Postage	\$	\$0.63	0240 01 Postmark Here
Certified Fee		\$2.40	
Return Receipt Fee (Endorsement Required)		\$1.85	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$4.88	01/25/2007
Sent To TROY MIRCOVICH Superintendent Street, Apt. No., or PO Box No. INGLESIDE ISD 2807 MUSTANG DR City, State, ZIP+4 INGLESIDE TX 78362			

PS Form 3800, Au

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

TROY MIRCOVICH
Superintendent
INGLESIDE ISD
2807 MUSTANG DR
INGLESIDE TX 78362

2. Article Number
(Transfer from service label)

7006 2760 0004 1934 3165

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Cara Mircovich ☐ Agent
☐ Addressee

B. Received by (Printed Name) *Cara Mircovich* C. Date of Delivery *1-29-07*

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7006 2760 0004 1934 3172

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)
 For delivery information visit our website at www.usps.com
SARITA TX 78385

Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To **ORVILLE BALLARD**
 Superintendent
 KENEDY COUNTY WIDE CSD
 300 E LA PARRA ST
 SARITA TX 78385

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

ORVILLE BALLARD
 Superintendent
 KENEDY COUNTY WIDE CSD
 300 E LA PARRA ST
 SARITA TX 78385

COMPLETE THIS SECTION ON DELIVERY

A. Signature *Manuel Garcia* ☐ Agent ☐ Addressee

B. Received by (Printed Name) *Manuel Garcia* C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☒ Express Mail
☐ Registered Mail ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3172

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

KINGSVILLE TX 78363

Postage	\$	\$0.63	0240
Certified Fee		\$2.40	01
Return Receipt Fee (Endorsement Required)		\$1.85	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$4.88	

Postmark
Here

01/23/2007

Sent To **RUDY LOPEZ**
 Superintendent
 KINGSVILLE ISD
 207 N THIRD ST
 KINGSVILLE TX 78363

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

RUDY LOPEZ
 Superintendent
 KINGSVILLE ISD
 207 N THIRD ST
 KINGSVILLE TX 78363

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3189

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *[Signature]*

☐ Agent

☐ Addressee

B. Received by (Printed Name)

LUIS ALVARADO

C. Date of Delivery

1-29-07

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

FALFURRIAS TX 78355

01/25/2007

PS Form 3800, A

7006 2760 0004 1934 3196

2026 2760 0004 1934 3202

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78415

Postage	\$ 0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.88



Sent To **CHARLEY MCMATH**
 Superintendent
 LONDON ISD
 1306 FM 43
 CORPUS CHRISTI TX 78415-9713

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

CHARLEY MCMATH
 Superintendent
 LONDON ISD
 1306 FM 43
 CORPUS CHRISTI TX 78415-9713

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3202

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature

x *Mary Wheeler*

- ☐ Agent
☐ Addressee

B. Received by (Printed Name)

Mary Wheeler

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

Domestic Return Receipt

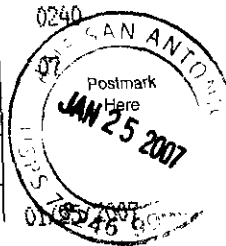
102595-02-M-1540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

MATHIS TX 78368

Postage	\$ 0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.88



Sent To **LUIS GONZALEZ**
 Superintendent
 MATHIS ISD
 602 E SAN PATRICIO AVE
 MATHIS TX 78368

PS Form 3800, April 2004

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

LUIS GONZALEZ
 Superintendent
 MATHIS ISD
 602 E SAN PATRICIO AVE
 MATHIS TX 78368

2. Article Number

(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Elva Cardona*

☐ Agent

☐ Addressee

B. Received by (Printed Name)

Elva Cardona

C. Date of Delivery

1-29-07

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below: ☒ No

3. Service Type

☒ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7006 2760 0004 1934 3219

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

TILDEN TX 78072

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

Sent To: FRANK FRANKLIN
 Superintendent
 MCMULLEN COUNTY ISD
 901 RIVER ST
 TILDEN TX 78072

PS Form 3800, April 2004

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- 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.	A. Signature x Carolyn Haynie ☐ Agent ☐ Addressee B. Received by (Printed Name) Carolyn Haynie C. Date of Delivery 1/29/07 D. Is delivery address different from item 1? ☐ Yes ☐ No If YES, enter delivery address below:
1. Article Addressed to: FRANK FRANKLIN Superintendent MCMULLEN COUNTY ISD 901 RIVER ST TILDEN TX 78072	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004

Domestic Return Receipt

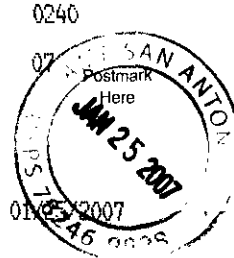
U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

ODEM TX 78370

Postage	\$ 0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.88

Sent To **RICARDO CHAPA**
 Superintendent
 ODEM-EDROY ISD
 1 OWL SQ
 ODEM TX 78370



PS Form 3800, A

7006 2760 0004 1934 3233

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:
 RICARDO CHAPA
 Superintendent
 ODEM-EDROY ISD
 1 OWL SQ
 ODEM TX 78370

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent
☒ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3233

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

ORANGE GROVE TX 78372

Postage	\$ 0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ 4.88

0240

01

Postmark
Here

01/25/2007

Sent To: EARL LUCE
 Superintendent
 ORANGE GROVE ISD
 504 S DIBRELL
 ORANGE GROVE TX 78372

PS Form 3800, Au

7006 2760 0004 1934 3240

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

EARL LUCE
 Superintendent
 ORANGE GROVE ISD
 504 S DIBRELL
 ORANGE GROVE TX 78372

COMPLETE THIS SECTION ON DELIVERY

A. Signature [Signature] ☐ Agent ☐ Addressee
 B. Received by (Printed Name) Isaac Cervantes C. Date of Delivery 1/25/07
 D. Is delivery address different from item 1? ☒ Yes ☐ No
 If YES, enter delivery address below:

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.
 4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3240

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

PAWNEE TX 78145

Postage	\$	\$0.63	0240 01 Postmark Here
Certified Fee		\$2.40	
Return Receipt Fee (Endorsement Required)		\$1.85	
Restricted Delivery Fee (Endorsement Required)		\$0.00	
Total Postage & Fees	\$	\$4.88	01/25/2007

Sent To **ELAINE RICHARDSON**
 Superintendent
 PAWNEE ISD
 F M ROADS 673 & 798
 PAWNEE TX 78145

PS Form 3800, A

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ 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.	A. Signature <i>X Jeanette Munn</i> ☒ Agent ☐ Addressee B. Received by (Printed Name) _____ C. Date of Delivery _____ D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: ELAINE RICHARDSON Superintendent PAWNEE ISD F M ROADS 673 & 798 PAWNEE TX 78145	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.
2. Article Number (Transfer from service label)	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004

Domestic Return Receipt

102995-02-0001-1540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

PETTUS TX 78146

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01

Postmark
Here

01/25/2007

Sent To **TUCKER RACKLEY**
 Superintendent
 Street, Apt. No.,
 or PO Box No. **PETTUS ISD**
 City, State, ZIP+4 **500 N MAY**
PETTUS TX 78146

PS Form 3800, Au

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

TUCKER RACKLEY
 Superintendent
 PETTUS ISD
 500 N MAY
 PETTUS TX 78146

2. Article Number
 (Transfer from service label)

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Debbie Moreno

☒ Agent

☐ Addressee

B. Received by (Printed Name)

Debbie Moreno

C. Date of Delivery

1-29-07

D. Is delivery address different from item 1? ☐ Yes

If YES, enter delivery address below: ☐ No

3. Service Type

☐ Certified Mail

☐ Express Mail

☐ Registered

☐ Return Receipt for Merchandise

☐ Insured Mail

☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7006 2760 0004 1934 3264

Domestic Return Receipt

102595-02-M-1540

7006 2760 0004 1934 3271

U.S. Postal Service TM		
CERTIFIED MAIL TM RECEIPT		
(Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
PORT ARANSAS TX 78373		
Postage	\$ 0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$4.88	01/25/2007
Sent To: BILLY WIGGINS		
Superintendent		
PORT ARANSAS ISD		
100 STA ST		
PORT ARANSAS TX 78373		
PS Form 3800, All		

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

BILLY WIGGINS
Superintendent
PORT ARANSAS ISD
100 STA ST
PORT ARANSAS TX 78373

2. Article Number
(Transfer from service label)

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x *E. Reeves* ☒ Agent ☐ Addressee

B. Received by (Printed Name)
E. Reeves

C. Date of Delivery
1-29-7

D. Is delivery address different from item 1? ☐ Yes
if YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3271

Domestic Return Receipt

102595-02-M-1540

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

PREMONT TX 78375

Postage	\$	00.63
Certified Fee		02.40
Return Receipt Fee (Endorsement Required)		01.85
Restricted Delivery Fee (Endorsement Required)		00.00
Total Postage & Fees	\$	04.88

0240

01

Postmark
Here



Sent To **DAVID GARZA**
 Superintendent
 Street, Apt. No., or PO Box No. **PREMONT ISD**
439 S W 4TH
 City, State, ZIP+4 **PREMONT TX 78375**

PS Form 3800, AU

7006 2760 0004 1934 3288

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

DAVID GARZA
 Superintendent
 PREMONT ISD
 439 S W 4TH
 PREMONT TX 78375

2. Article Number
 (Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

- ☒ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

1-29-07

D. Is delivery address different from item 1? ☒ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3288

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com®

REALITOS TX 78376

Postage	\$ 0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 4.88	01/25/2007

Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP+4
 JOSE LEAL
 Superintendent
 RAMIREZ CSD
 10492 SCHOOL ST
 REALITOS TX 78376-2644

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

JOSE LEAL
 Superintendent
 RAMIREZ CSD
 10492 SCHOOL ST
 REALITOS TX 78376-2644

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 X *Lupita Villa* ☐ Agent
☐ Addressee
 B. Received by (Printed Name)
 Lupita Villa
 C. Date of Delivery
 1/29/07
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3295

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

KINGSVILLE TX 78363

Postage	\$ \$0.63	0240 01 Postmark Here 7
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To: **DON JONES**
 Superintendent
 RICARDO ISD
 138 W CR 2160
 KINGSVILLE TX 78363-9708

PS Form 3800, A

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
- 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.	A. Signature x Graciela Z. Munoz ☐ Agent ☐ Addressee B. Received by (Printed Name) Graciela Z. Munoz C. Date of Delivery 1/20/07 D. Is delivery address different from item 1? ☐ Yes ☒ No If YES, enter delivery address below:
1. Article Addressed to: DON JONES Superintendent RICARDO ISD 138 W CR 2160 KINGSVILLE TX 78363-9708	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7006 2760 0004 1934 3301

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

RIVIERA TX 78379

Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP+4
CYNTHIA CLARY
Superintendent
RIVIERA ISD
203 SEAHAWK DR.
RIVIERA TX 78379-3500

PS Form 3800, At

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

CYNTHIA CLARY
Superintendent
RIVIERA ISD
203 SEAHAWK DR.
RIVIERA TX 78379-3500

2. Article Number
 (Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature
[Signature] ☐ Agent
☐ Addressee
 B. Received by (Printed Name)
[Signature] C. Date of Delivery
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3318

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7006 2760 0004 1934 3325

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

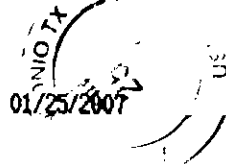
ROBSTOWN TX 78380

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01

Postmark
Here



Sent To

Street, Apt. No.,
or PO Box No.
City, State, ZIP+4

ROBERTO GARCIA
 Superintendent
 ROBSTOWN ISD
 801 N 1ST ST.
 ROBSTOWN TX 78380-2608

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

ROBERTO GARCIA
 Superintendent
 ROBSTOWN ISD
 801 N 1ST ST.
 ROBSTOWN TX 78380-2608

2. Article Number

(Transfer from service label)

7006 2760 0004 1934 3325

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature] ☒ Agent ☒ Addressee

B. Received by (Printed Name)

C. Date of Delivery

[Signature] *01-29-07*

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SAN DIEGO TX 78384

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01+

Postmark
Here

01/25/2007

Sent To **IS PIZZINI**
 Superintendent
 SAN DIEGO ISD
 609 W LABBE ST.
 SAN DIEGO TX 78384-3499

PS Form 3800, April 2003

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

IS PIZZINI
 Superintendent
 SAN DIEGO ISD
 609 W LABBE ST.
 SAN DIEGO TX 78384-3499

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent
☒ Addressee

B. Received by (Printed Name) **Edna Labbe** C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

JAN 29 2007

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ Signature Required

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3332

PS Form 3811, February 2004

Domestic Return Receipt

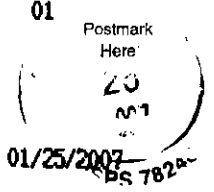
102595-02-M-1540

7006 2760 0004 1934 3349

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

KINGSVILLE TX 78364

Postage	\$ 0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here 
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 4.88	01/25/2007 PS 7824

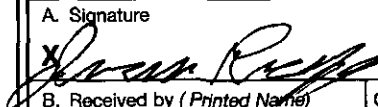
Sent To

MARY SPRINGS
Superintendent
SANTA GERTRUDIS ISD
HWY 141 KING RANCH
KINGSVILLE TX 78364

Street, Apt. No.,
or PO Box No.

City, State, ZIP+4

PS Form 3800, A

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ 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.	A. Signature  ☐ Agent ☐ Addressee B. Received by (Printed Name) Teresa B. [unclear] C. Date of Delivery 1-29-07 D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: MARY SPRINGS Superintendent SANTA GERTRUDIS ISD HWY 141 KING RANCH KINGSVILLE TX 78364	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7006 2760 0004 1934 3349

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

SINTON TX 78387

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240
01
Postmark
Here

01/25/2007

Sent To
MIKE ROBERTS
Superintendent
SINTON ISD
322 S ARCHER
SINTON TX 78387

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

MIKE ROBERTS
Superintendent
SINTON ISD
322 S ARCHER
SINTON TX 78387

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature

x Amanda Jimenez ☐ Agent

B. Received by (Printed Name)

C. Date of Delivery
1/29/07

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3356

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7006 2760 0004 1934 3363

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
SKIDMORE TX 78389		
Postage	\$ \$0.63	0240 01 Postmark Here 01/25/2007
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	
Sent To	BRETT BELMAREZ Superintendent	
Street, Apt. No., or PO Box No.	SKIDMORE-TYNAN ISD 224 W MAIN	
City, State, ZIP+4	SKIDMORE TX 78389	
PS Form 3800, Au		

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

TAFT TX 78390

Postage	\$ 0.63	0240 01 Postmark Here
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 4.88	01/25/2007

Sent To: DON MADDEN
 Superintendent
 TAFT ISD
 400 COLLEGE ST.
 TAFT TX 78390-2702

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

DON MADDEN
 Superintendent
 TAFT ISD
 400 COLLEGE ST.
 TAFT TX 78390-2702

2. Article Number

(Transfer from service label)

7006 2760 0004 1934 3370

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature ☒ Agent ☐ Addressee
Noel Snider

B. Received by (Printed Name) C. Date of Delivery
Noel Snider 2-1-07

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7006 2760 0004 1934 3387

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

THREE RIVERS TX 78071

Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$4.88	01/25/2007

Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP+4

MAC JOHANSON
 Superintendent
 THREE RIVERS ISD
 108 N SCHOOL RD.
 THREE RIVERS TX 78071

PS Form 3800, Aug

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:
 MAC JOHANSON
 Superintendent
 THREE RIVERS ISD
 108 N SCHOOL RD.
 THREE RIVERS TX 78071

2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3387

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature
Lura Briscoe ☒ Agent ☐ Addressee

B. Received by (Printed Name) *Lura Briscoe* C. Date of Delivery *1/30/07*

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

7006 2760 0004 1934 3394

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78460

Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark + Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To **DR CORNELIO GONZÁLEZ**
Superintendent
TULOSO-MIDWAY ISD
9760 LA BRANCH
CORPUS CHRISTI TX 78460

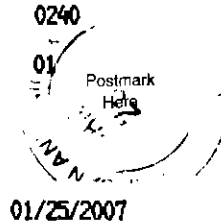
PS Form 3800, A

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78416

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88



Sent To **DR CRAWFORD HELMS**
 Superintendent
 WEST OSO ISD
 5050 ROCKFORD DR.
 CORPUS CHRISTI TX 78416-2530

PS Form 3800, Au

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

DR CRAWFORD HELMS
 Superintendent
 WEST OSO ISD
 5050 ROCKFORD DR.
 CORPUS CHRISTI TX 78416-2530

COMPLETE THIS SECTION ON DELIVERY

- A. Signature ☒ Agent ☐ Addressee
 X *[Signature]*
 B. Received by (Printed Name) *[Signature]* C. Date of Delivery **1/31/07**
 D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

2. Article Number

(Transfer from service label)

7006 2760 0004 1934 3400

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7006 2760 0004 1934 3417

U.S. Postal ServiceTM
CERTIFIED MAILTM RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78415

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01

Postmark
Here

01/25/2007

Sent To

**CORPUS CHRISTI MONTESSORI
SCHOOL**

Street, Apt. No.,
or PO Box No.

ATTN.: SUPERINTENDENT

City, State, ZIP+4

3530 GOLLIHAR ROAD

CORPUS CHRISTI TX 78415

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

**CORPUS CHRISTI MONTESSORI
SCHOOL
ATTN.: SUPERINTENDENT
3530 GOLLIHAR ROAD
CORPUS CHRISTI TX 78415**

COMPLETE THIS SECTION ON DELIVERY

A. Signature

[Signature]

- ☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

01-29-07

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☐ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

2. Article Number

(Transfer from service label)

7006 2760 0004 1934 3417

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

7006 2760 0004 1934 3424

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
CORPUS CHRISTI TX 78416		
Postage	\$ 0.63	0240 01 Postmark Here 01/25/2007
Certified Fee	\$2.40	
Return Receipt Fee (Endorsement Required)	\$1.85	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 4.88	
Sent To DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL ATTN.: SUPERINTENDENT 4129 GREENWOOD DR. CORPUS CHRISTI TX 78416		
PS Form 3800, A		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ 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.	A. Signature <i>[Signature]</i> ☐ Agent ☒ Addressee B. Received by (Printed Name) <i>KRISTEN AMAYA</i> C. Date of Delivery <i>1-29-07</i> D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
1. Article Addressed to: DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL ATTN.: SUPERINTENDENT 4129 GREENWOOD DR. CORPUS CHRISTI TX 78416	3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D. 4. Restricted Delivery? (Extra Fee) ☐ Yes
2. Article Number (Transfer from service label)	7006 2760 0004 1934 3424

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78408

Postage	\$ \$0.63
Certified Fee	\$2.40
Return Receipt Fee (Endorsement Required)	\$1.85
Restricted Delivery Fee (Endorsement Required)	\$0.00
Total Postage & Fees	\$ \$4.88

0240

01

Postmark
Here

01/23/2007

Sent To

Street, Apt. No.,
or PO Box No.
City, State, ZIP+4

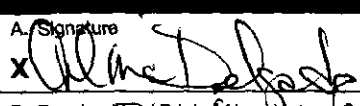
DR. M.L. GARZA-GONZALEZ
CHARTER SCHOOL
ACCELERATED LEARNING CENTER
ATTN.: SUPERINTENDENT
721 OMAHA
CORPUS CHRISTI TX 78408

PS Form 3800, At

7006 2760 0004 1934 3431

7006 2760 0004 1934 3455

U.S. Postal Service™ CERTIFIED MAIL™ RECEIPT (Domestic Mail Only; No Insurance Coverage Provided)		
For delivery information visit our website at www.usps.com		
CORPUS CHRISTI TX 78404		
Postage	\$ 00.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ 04.88	01/25/2007
Sent To POR VIDA ACADEMY ATTN: SUPERINTENDENT 800 AYERS CORPUS CHRISTI TX 78404		
PS Form 3800, All		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
■ 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.	A. Signature  ☐ Agent ☐ Addressee
1. Article Addressed to: POR VIDA ACADEMY ATTN: SUPERINTENDENT 800 AYERS CORPUS CHRISTI TX 78404	B. Received by (Printed Name) Alvin D. Adams C. Date of Delivery 1-23-07
2. Article Number (Transfer from service label)	D. Is delivery address different from item 1? ☐ Yes If YES, enter delivery address below: ☐ No
3. Service Type ☒ Certified Mail ☐ Express Mail ☐ Registered ☐ Return Receipt for Merchandise ☐ Insured Mail ☐ C.O.D.	4. Restricted Delivery? (Extra Fee) ☐ Yes

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-154C

7006 2760 0004 1934 3462

U.S. Postal Service™
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(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78411

Postage	\$ 40.63	0240
Certified Fee	22.40	01
Return Receipt Fee (Endorsement Required)	11.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	00.00	
Total Postage & Fees	74.88	01/25/2007

Sent To
RICHARD MILBURN ALTER HIGH
ATTN.: SCHOOL (CORPUS CHRISTI)
SUPERINTENDENT
3875 1/2 S STAPLES
CORPUS CHRISTI TX 78411

PS Form 3800, August 2000

SENDER: COMPLETE THIS SECTION

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- 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.

1. Article Addressed to:

RICHARD MILBURN ALTER HIGH
ATTN.: SCHOOL (CORPUS CHRISTI)
SUPERINTENDENT
3875 1/2 S STAPLES
CORPUS CHRISTI TX 78411

2. Article Number
(Transfer from service label)

7006 2760 0004 1934 3462

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

A. Signature
Joyce Smith
☐ Agent
☐ Addressee

B. Received by (Printed Name)
JOYCE SMITH

C. Date of Delivery
1-29-07

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

Domestic Return Receipt

102595-02-M-1540

U.S. Postal Service
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78418

Postage	\$	\$0.63
Certified Fee		\$2.40
Return Receipt Fee (Endorsement Required)		\$1.85
Restricted Delivery Fee (Endorsement Required)		\$0.00
Total Postage & Fees	\$	\$4.88

0240

01

Postmark
Here

01/25/2007

Sent To

SEASHORE LEARNING CTR CHARTER

Street, Apt. No.,
or PO Box No.

ATTN.: SUPERINTENDENT

City, State, ZIP+4

15733 SPID

CORPUS CHRISTI TX 78418

PS Form 3800, A

7006 2760 0004 1934 3479

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

CORPUS CHRISTI TX 78412

Postage	\$ \$0.63	0240
Certified Fee	\$2.40	01
Return Receipt Fee (Endorsement Required)	\$1.85	Postmark Here
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$ \$4.88	01/25/2007

Sent To **TRINITY CHARTER SCHOOL**
 Street, Apt. No.,
 or PO Box No. **ATTN.: SUPERINTENDENT**
5517 S ALAMENDA
 City, State, ZIP+4 **CORPUS CHRISTI TX 78412**

PS Form 3800, A

SENDER: COMPLETE THIS SECTION

- 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.

1. Article Addressed to:

TRINITY CHARTER SCHOOL
ATTN.: SUPERINTENDENT
5517 S ALAMENDA
CORPUS CHRISTI TX 78412

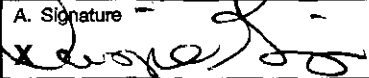
2. Article Number
 (Transfer from service label)

7006 2760 0004 1934 3486

PS Form 3811, February 2004

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature  ☒ Agent
☐ Addressee

B. Received by (Printed Name) **ANGIE GARCIA** C. Date of Delivery **2-1-07**

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☒ No

3. Service Type
☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee) ☐ Yes

102595-02-M-1540

ATTACHMENT I

AUDIT REPORT

Attachment (I) Audit Report

Question 6: The audit report submitted as Attachment I did not include a Management Letter dated November 9, 2006. However, the management letter was submitted to the TEA as required with the annual financial compliance report submission for August 31, 2006. The following issues were noted in the Auditor's Management Letter:

- a.** Internal Control: auditors noted inconsistencies in the coding of transactions. It was also noted that payroll tax withholding was incorrect for some employees. Discuss what steps have been taken to resolve these deficiencies.
- b.** Expenses: during a review of federal funds, auditors noted that the allocation of salaries and expenditures were done on a lump sum basis in several instances. This gives the appearance that there is no clear method for allocating federal expenditures. Discuss what steps have been taken to resolve this deficiency.
- c.** Notes Payable: auditors noted the notes payable schedule had not been established to track the activity of loan agreements made throughout the year. It was also noted that one loan had to be recorded on the general ledger. This gives the appearance that the school has less liability and could cause the financials to be misleading. Discuss what steps have been taken to resolve this deficiency and ensure liabilities are properly recoded in the future.
- d.** Fixed assets: auditors noted that there were several items which had been expensed that needed to be capitalized. Discuss what steps have been taken to resolve this deficiency.

Response:

- a.** The accounting staff has been trained to ensure that the staff fully understands and implements the coding of transactions. The deficiency due to the wrong tax table utilization was corrected by the accounting office (Education Service Center, Region 20 Business Office) and staff was trained to double check these type of errors before the payroll is finalized.
- b.** The accounting staff has been trained to ensure that the staff allocates the expenditures out of federal grants on timely basis.
- c.** The accounting staff has been trained to ensure that the notes payable schedule is immediately updated when there is a transaction concerning the notes payable.
- d.** The accounting staff has been trained to ensure that the staff fully understands what needs to be capitalized.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

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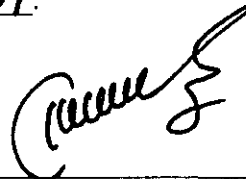
RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY
015-827

CERTIFICATE OF BOARD
August 31, 2006

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Riverwalk Education Foundation, Inc. dba School of Science & Technology was reviewed and ☒ approved _____ disapproved for the year ended August 31, 2006, at a meeting of the governing body of said charter school on the 25 day of January, 2007.



Signature of Board Secretary



Signature of Board President

GOMEZ & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
TEL: (713) 666-5900
FAX: (713) 666-1049
<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT

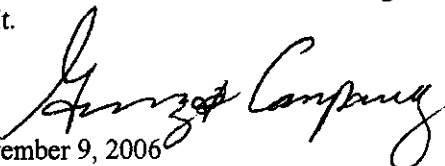
To The Board of Directors of
Riverwalk Education Foundation, Inc.
dba School of Science & Technology
San Antonio, Texas

We have audited the accompanying statement of financial position of Riverwalk Education Foundation, Inc. dba School of Science & Technology (RWEF, Inc.) as of August 31, 2006, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of RWEF, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of RWEF, Inc. as of August 31, 2006, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated November 9, 2006, on our consideration of the RWEF, Inc.'s internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.


November 9, 2006

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2006

ASSETS

Assets:

Cash	\$	8,538
Accounts Receivable		186,534
Leasehold Improvements		992,544
Furniture and Equipment		54,321
Accumulated Depreciation		(113,551)
Other Assets		<u>30,000</u>

Total Assets \$ 1,158,386

LIABILITIES AND
NET ASSETS

Liabilities:

Accounts Payable	\$	34,617
Accrued Salaries		57,800
Capital Lease Payable		38,103
Notes Payable		<u>1,019,907</u>

Total Liabilities 1,150,427

Net Assets:

Unrestricted 7,959

Total Net Assets 7,959

Total Liabilities and Net Assets \$ 1,158,386

See accompanying notes to financial statements.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE AND TECHNOLOGY

STATEMENT OF ACTIVITIES

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

	Unrestricted	Temporarily Restricted	Total
REVENUES			
Local Support:			
5740 Other Revenues from Local Sources	\$ 87,788	\$	\$ 87,788
5750 Revenue from Cocurricular Activities	66,642		66,642
Total Local Program Revenues	154,430		154,430
State Program Revenues			
5810 Foundation School Program Act Revenues		1,425,741	1,425,741
5820 State Program Revenues Distributed by Texas Education Agency		6,172	6,172
5830 State Revenues from State of Texas Government Agencies (Other than Texas Education Agency)		6,666	6,666
Total State Program Revenues		1,438,579	1,438,579
Federal Program Revenues:			
5920 Federal Revenues Distributed by Texas Education Agency		463,623	463,623
Total Federal Program Revenues		463,623	463,623
Net assets released from restrictions:			
Restrictions satisfied by payments	1,902,202	(1,902,202)	
Total Revenues	2,056,632		2,056,632
EXPENSES			
11 Instruction	1,070,104		1,070,104
12 Instructional Resources and Media Services	106		106
13 Curriculum Development and Instructional Staff Development	2,637		2,637
23 School Leadership	251,286		251,286
33 Health Services	1,751		1,751
35 Food Service	51,376		51,376
36 Cocurricular/Extracurricular Activities	29,538		29,538
41 General Administration	174,235		174,235
51 Plant Maintenance and Operations	464,356		464,356
52 Security and Monitoring Services	175		175
53 Data Processing Services	3,109		3,109
Total Expenses	2,048,673		2,048,673
Change in Net Assets	7,959		7,959
Net Assets, Beginning of Year			
Net Assets, End of Year	\$ 7,959	\$	\$ 7,959

See accompanying notes to financial statements.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE AND TECHNOLOGY

STATEMENT OF CASH FLOWS

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

Cash Flows From Operating Activities	
Change in Net Assets	\$ 7,959
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) By Operating Activities	
Depreciation	113,551
(Increase) Decrease in Grants Receivable	(186,534)
(Increase) Decrease in Other Assets	(30,000)
Increase (Decrease) in Accounts Payable	34,617
Increase (Decrease) in Accrued Salaries	<u>57,800</u>
Total Adjustments	<u>(10,566)</u>
Net Cash Provided (Used) By Operating Activities	<u>(2,607)</u>
Cash Flows From Investing Activities	
Purchase of Fixed Assets	<u>(1,046,865)</u>
Net Cash Provided (Used) By Investing Activities	<u>(1,046,865)</u>
Cash Flows From Financing Activities	
Proceeds From Loans and Leases	<u>1,058,010</u>
Net Cash Provided (Used) By Financing Activities	<u>1,058,010</u>
NET INCREASE (DECREASE) IN CASH	<u>8,538</u>
CASH AT BEGINNING OF YEAR	<u> </u>
CASH AT END OF YEAR	<u>\$ 8,538</u>
<u>Cash Paid During the Year For:</u>	
Interest	<u>\$ 43,807</u>

See accompanying notes to financial statements.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2006

A. Organization:

The Riverwalk Education Foundation Inc. doing business as School of Science & Technology (RWEF, Inc) is a nonprofit organization that provides public education for students in grades 6 through 12. The foundation was incorporated in the State of Texas on September 6, 2002, under the Texas Non-Profit Corporation Act. On September 5, 2003, the Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

In conformance to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operations as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

Pursuant to the rules and regulations mentioned above, the organization is subject to the federal and state accountability system. The School of Science and Technology was rated an "Exemplary" District and School under the state's 2006 accountability system.

The charter holder, Riverwalk Education, Inc. dba School of Science & Technology, only operates a single charter school and does not conduct any other charter or non-charter activities.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the Organization.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2006

B. Summary of Significant Accounting Policies: (Continued)

CONTRIBUTIONS

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

PROPERTY AND EQUIPMENT

Property and equipment purchased by RWEF, Inc. are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All purchases and donations in excess of \$1,000 are capitalized. Depreciation is provided on the straight-line method based upon estimated useful lives of five years for equipment, seven years for furniture, fifteen years for building and land improvements, and thirty years for buildings. Gains or losses on retired or sold property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give a contribution to RWEF, Inc. that is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

INCOME TAXES

RWEF, Inc. qualifies as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

RWEF, Inc. considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Cash is held in demand accounts at a bank. The account at this institution is insured by the Federal Deposit Insurance Corporation up to \$100,000. The bank account, at times, exceeded federally insured limits. RWEF, Inc. has not experienced any losses on such accounts.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2006

B. Summary of Significant Accounting Policies: (Continued)

INVESTMENTS

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values on the statement of financial position. Unrealized gains and losses are included in the change in net assets.

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires RWEF, Inc. management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan:

The charter school contributes to the Teacher Retirement System of Texas (the System), a public employee retirement system. It is a cost-sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State of Texas. The System provides service retirement and disability retirement benefits, and death benefits to plan members and beneficiaries. The System operates under the authority of provisions contained primarily in Texas Government code, Title 8, Public Retirement Systems, Subtitle C, and Teacher Retirement System of Texas, which is subject to amendment by the Texas Legislature. The System's annual financial report and other required disclosure information are available by writing the Teacher Retirement System of Texas, 1000 Red River, Austin, Texas, 78701-2698 or by calling (800) 877-0123.

Under provisions in State Law, eligible plan members are required to contribute 6.4% of their annual covered salary, and the State of Texas contributes an amount equal to 6.0% of the charter school's covered payroll. The charter school's employees' contributions to the System for the year ending August 31, 2006 was \$71,802, equal to the required contributions for the year. Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum for the year ending August 31, 2006 was \$-0-.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2006

E. Operating Lease Commitment:

RWEF, Inc. leases a building and equipment under non-cancelable operating leases with terms of five to ten years.

RWEF, Inc. minimum annual lease commitment is as follows:

<u>Twelve months ending August 31,</u>	<u>Amount</u>
2007	\$ 324,120
2008	342,120
2009	354,120
2010	366,120
2011	374,880
Thereafter	<u>1,597,824</u>
Total	<u>\$ 3,359,184</u>

Operating lease expense amounted to \$ 375,293 for the twelve months ended August 31, 2006.

F. Note Payable:

The organization's obligations under notes payable consists of the following:

Revolving line of credit, of \$ 45,000 of which \$7,156 was unused at August 31, 2006.

Bank advances on the credit line are payable on demand and carry an interest rate of 9.5%. The credit line is unsecured. \$ 37,844

Note payable to individuals. These loans are unsecured and due on demand with no interest. The loans are expected to mature December 31, 2007. 39,500

Note payable to a bank, interest at 9% per year, secured by equipment. 19,343

Note payable to a finance company, interest at 6.12% per year, secured by equipment. 9,114

Note payable to a finance company, interest at 17.19% per year, secured by equipment. 20,102

Note payable to a construction company, interest at 9%, secured by a building. 832,920

Note payable to a finance company, interest at 16.9%, secured by furniture. 24,157

Note payable to a finance company, interest at 15.5%, secured by furniture. 4,279

Note payable to a finance company, interest at 7.8%, secured by equipment. 32,649

Total notes payable \$ 1,019,907

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE AND TECHNOLOGY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2006

F. Note Payable: (Continued)

Maturities of notes payable over the next five years are as follows:

<u>Year Ending August 31,</u>	<u>Amount</u>
2007	\$ 435,300
2008	318,979
2009	265,628
Thereafter	0
Total	<u>\$ 1,019,907</u>

G. Capital Leases:

The organization has acquired equipment under the provisions of three long-term leases. For financial reporting purposes, minimum lease payments to the equipment have been capitalized.

The first lease expires October 2008. The equipment under capital lease as of August 31, 2006 has a cost of \$8,909, accumulated amortization of \$2,121 and a net book value of \$6,788. Amortization of the equipment is included in depreciation expense.

The second lease expires October 2008. The equipment under capital lease as of August 31, 2006 has a cost of \$14,560, accumulated amortization of \$3,102, and a net book value of \$11,458. Amortization of the equipment is included in depreciation expense.

The third lease expires July 2008. The equipment under capital lease as of August 31, 2006 has a cost of \$29,405, accumulated amortization of \$9,548, and a net book value of \$19,857. Amortization of the equipment is included in depreciation expense.

The future minimum lease payments under capital lease together with their present value as of August 31, 2006 is as follows:

Total minimum lease payments	\$ 52,874
Less amount representing interest	(14,771)
Present value of net minimum lease payments	<u>\$ 38,103</u>

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE AND TECHNOLOGY

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2006

H. Health Care Coverage:

During the year ended August 31, 2006, employees of the Corporation were covered by a Health Insurance Plan (the Plan). The Corporation contributed \$150 per month per employee to the Plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to licensed insurers.

I. Commitments and Contingencies:

The charter school receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency, and it is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency. The school is economically dependent on these charter school funds.

J. Related Parties:

The organization has two notes payable to members of the board of directors and one with a current teacher of the charter school. The terms of these loans are discussed in Note F. above.

GOMEZ & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
TEL: (713) 666-5900
FAX: (713) 666-1049
<http://www.gomezandco.com>

INDEPENDENT AUDITOR'S REPORT ON SUPPLEMENTARY INFORMATION

To The Board of Directors of
Riverwalk Education Foundation, Inc.
dba School of Science & Technology
San Antonio, Texas

Our report on our audit of the consolidated financial statement of Riverwalk Education Foundation, Inc. dba School of Science & Technology (RWEF, Inc.) for year ended August 31, 2006 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

November 9, 2006

Gomez & Company

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

SCHEDULE OF EXPENSES

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

Expenses

6100 Payroll Costs	\$ 900,850
6200 Professional and Contracted Services	561,948
6300 Supplies and Materials	165,970
6400 Other Operating Costs	376,097
6500 Debt	<u>43,807</u>
Total Expenses	<u>\$ 2,048,673</u>

See accompanying notes to financial statements.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

SCHEDULE OF CAPITAL ASSETS

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

	Ownership Interest		
	Local	State	Federal
1110 Cash	\$	\$ 8,538	\$
1520 Leasehold Improvements		992,544	
1539 Furniture and Equipment		54,321	
Total Property and Equipment	<u>\$</u>	<u>\$ 1,055,403</u>	<u>\$</u>

See accompanying notes to financial statements.

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE & TECHNOLOGY

BUDGETARY COMPARISON SCHEDULE

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Variance</u>
	<u>Original</u>	<u>Final</u>	<u>Amounts</u>	<u>from Final</u> <u>Budget</u>
REVENUES				
Local Support:				
5740 Other Revenues from Local Sources	\$ 3,000	\$ 5,350	\$ 87,788	\$ 82,438
5750 Revenue from Cocurricular Activities	47,000	66,250	66,642	392
Total Local Support	50,000	71,600	154,430	82,830
State Program Revenues:				
5810 Foundation School Program Act Revenues	1,403,012	1,439,000	1,425,741	(13,259)
5820 State Program Revenues Distributed by Texas Education Agency		6,215	6,172	(43)
5830 State Revenues from State of Texas Government Agencies (Other than Texas Education Agency)		7,200	6,666	(534)
Total State Program Revenues	1,403,012	1,452,415	1,438,579	(13,836)
Federal Program Revenues:				
5920 Federal Revenues Distributed by Texas Education Agency	245,986	466,166	463,623	2,543
Total Federal Program Revenues	245,986	466,166	463,623	(2,543)
Total Revenues	1,698,998	1,990,181	2,056,632	66,451
EXPENSES				
11 Instruction	612,051	958,857	1,070,104	(111,247)
12 Instructional Resources and Media Services	52,886	250	106	144
13 Curriculum Development and Instructional Staff Development	7,100	3,500	2,637	863
23 School Leadership	129,956	253,807	251,286	2,521
33 Health Services	41,268	350	1,751	(1,401)
35 Food Service	70,450	40,000	51,376	(11,376)
36 Cocurricular/Extracurricular Activities		29,538	29,538	
41 General Administration	141,550	134,500	174,235	(39,735)
51 Plant Maintenance and Operations	431,800	577,494	464,356	113,138
52 Security and Monitoring Services	500	650	175	475
53 Data Processing Services	3,109		3,109	(3,109)
Total Expenses	1,490,670	1,998,946	2,048,673	(49,727)
Change in Net Assets	208,328	(8,765)	7,959	16,724
Net Assets, Beginning of Year				
Net Assets at End of Year	<u>\$ 208,328</u>	<u>\$ (8,765)</u>	<u>\$ 7,959</u>	<u>\$ 16,724</u>

See accompanying notes to financial statements.

GOMEZ & COMPANY
CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
TEL: (713) 666-5900
FAX: (713) 666-1049
<http://www.gomezandco.com>

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

To The Board of Directors of
Riverwalk Education Foundation, Inc.
dba School of Science & Technology
San Antonio, Texas

We have audited the financial statements of Riverwalk Education Foundation, Inc. dba School of Science & Technology (RWEF, Inc.) as of and for the year ended August 31, 2006 and have issued our report thereon dated November 9, 2006. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

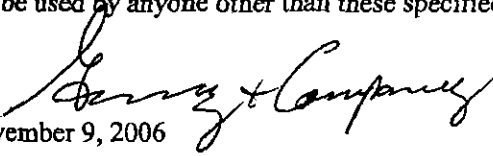
In planning and performing our audit, we considered RWEF, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide an opinion on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving the internal control over financial reporting and its operation that we considered to be material weaknesses.

Compliance and Other Matters

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

However, we noted certain immaterial instances of noncompliance that we have reported to management of RWEF, Inc. in a separate letter dated November 9, 2006.

This report is intended solely for the information and use of the audit committee, management, board of directors, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


November 9, 2006

RIVERWALK EDUCATION FOUNDATION, INC.
dba SCHOOL OF SCIENCE AND TECHNOLOGY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FOR THE PERIOD FEBRUARY 7, 2005 (date of inception) TO AUGUST 31, 2006

Summary of Audit Results

1. Unqualified opinion issued on the financial statements.
2. No reportable conditions or material weaknesses on internal control over financial statements.
3. No instances of noncompliance, which is material to the financial statements.
4. An audit of major programs was not required because expenditures of federal awards were less than \$ 500,000.

Findings Relating to the Financial Statements

No audit findings were noted as per governmental auditing standards.

ATTACHMENT J

CREDIT REPORT

COPYRIGHT MATERIAL

6 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to accred@tea.state.tx.us to schedule an appointment.

ATTACHMENT K

IRS 990 FILING

990 FORM

PAGES 380-394 = 15 PAGES

UNDER SECTION 6103 & 6104 OF U.S. CODE
TITLE 26

15 PAGES HAVE BEEN WITHHELD

ATTACHMENT L

DOCUMENTATION VERIFYING ALL SOURCES OF FUNDING

(Copies of lines of credits, loan agreements and letters from donors)

February 2, 2007

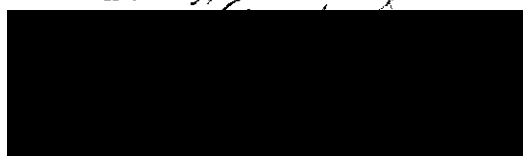
To the Board of Directors of School of Science and Technology Corpus Christi,

I wholeheartedly support the mission of School of Science and Technology. SST has set an exemplary example and became a driving force in science and math in San Antonio in a short time. I am confident that the same enthusiasm of providing the best education will be carried to other locations as SST expands.

Therefore, I pledge to loan SST Corpus Christi \$10,000 upon the charter grant to use for start up activities.

I wish the very best to the board members of this unique school and its officers.

Sincerely,

A large black rectangular redaction box covering the signature area.

Riverwalk Education Foundation

2/15/2007

Dear Riverwalk Education Foundation Board:

I have been privileged to serve as a board member and want to express my support for the education SST has been providing to the San Antonio community so far. I am positive that other locations in Texas will benefit from the rigor that SST has demonstrated academically. For this reason, I strongly believe that SST must expand to serve more communities. Corpus Christi is an excellent location that needs a college prep charter. Please know that I will extend a loan in the amount of \$6,000 once the charter is approved.

Please keep up the good work!

Best regards,

A large black rectangular box redacting the signature of the sender.

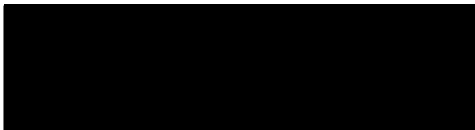
Riverwalk Education Foundation

January 17, 2007

To Whom It May Concern:

I believe in the mission of charter schools. School of Science and Technology set an exemplary standard among charter schools. I joyfully learned that you are applying for another charter in Corpus Christi. I will support this school by supplying a loan of \$5,000.

Best wishes in your future endeavors,

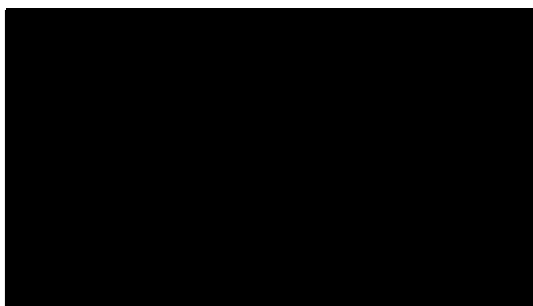


January 31, 2007

Riverwalk Education Foundation:

I have learned that you plan to open another school in Corpus Christi. I had supported you when the first school opened in San Antonio in 2005. I again would like to support your mission by offering the foundation a loan of \$10,000 if the charter is granted.

Best luck to you all,



01-021-000-0000

PAGE 1

ACCOUNT NUMBER

PRINCIPAL BALANCE

45,000.00

PAST DUE AMOUNT

0.00

TOTAL PAYMENT DUE

900.00

MINIMUM PAYMENT

900.00

STATEMENT DATE 06/30/05

DUE DATE

07/25/05

OUR RECORDS INDICATE THAT YOUR NEXT LOAN PAYMENT IS DUE ON THE DATE NOTED ABOVE. FOR YOUR CONVENIENCE, YOU MAY MAIL YOUR PAYMENT TO THE BELOW COMPASS BANK ADDRESS. IF YOU HAVE ANY QUESTIONS REGARDING YOUR ACCOUNT, PLEASE CALL A REPRESENTATIVE AT 1-800-239-1996. THANK YOU.

RIVERWALK EDUCATION FOUNDATION
10318 WESTFIELD PL
SAN ANTONIO, TX 78240-0000

COMPASS BANK 21
P.O. BOX 830696
BIRMINGHAM, AL 35283-0696

***** PLEASE DETACH HERE AND RETURN COUPON WITH YOUR PAYMENT *****

STATEMENT CLOSING DATE 06/30/05

TOTAL PAYMENT DUE

900.00

DAYS IN BILLING CYCLE 30

MINIMUM PAYMENT DUE

900.00

APR = ANNUAL PERCENTAGE RATE DPR = DAILY PERIODIC RATE

DETAILED ACCOUNT ACTIVITY

EFF DATE POST DATE	DESCRIPTION REFERENCE	FINANCIAL DETAIL(S) OR ADDITIONAL INFORMATION	AMOUNT
06/01/05	RATE CHANGE	*APR* = 10.2500000	
06/16/05	INT01	DPR = .02808219	
06/15/05	ADV CHK NO 0000000101	PRINCIPAL	\$ 45,000.00
06/16/05	8006PRI010055020853		

COMPASS BANK 21
P.O. BOX 830696
BIRMINGHAM, AL 35283-0696

ACCOUNT NUMBER [REDACTED]
STATEMENT DATE 06/30/05

PAGE 2

CREDIT LINE SUMMARY

PREV PRINCIPAL BAL \$	0.00	PREV PAYOFF BAL \$	0.00
NEW PRINCIPAL BAL \$	45,000.00	NEW PAYOFF BAL \$	45,202.19
CREDIT LINE \$	45,000.00	PAYMENT DUE \$	900.00
AVAILABLE CREDIT \$	0.00		

CREDIT LINE BALANCE SUMMARY

DATE	AMOUNT	DATE	AMOUNT
06/15	\$ 45,000.00		

CREDIT LINE RATE SUMMARY

COMPUTATION OF * FINANCE CHARGE * FROM 06/15 THRU 06/30 (16 DAYS)

NOMINAL *DPR*	.02808219%	AVERAGE DAILY BALANCE	\$ 24,000.00
NOMINAL *APR*	10.2500000%	PERIODIC RATE * FINANCE CHARGE*	202.19
		* ANNUAL PERCENTAGE RATE *	10.2500000%
		TRANSACTION * FINANCE CHARGE*	\$ 0.00

COMPASS BANK 21
P.O. BOX 830696
BIRMINGHAM, AL 35283-0696

ACCOUNT NUMBER [REDACTED]
STATEMENT DATE 06/30/05

PAGE 3

ACCOUNT OVERVIEW

FINANCIAL ACTIVITY THIS PERIOD

ADVANCES	\$	45,000.00
PAYMENTS	\$	0.00
* FINANCE CHARGE *	\$	202.19
FEES	\$	0.00
INSURANCE	\$	0.00
LATE CHARGE	\$	0.00
ADJUSTMENTS (NET)	\$	0.00

PAYMENT DUE INFORMATION

DUE DATE		07/25/05
PAST DUE AMOUNT	\$	0.00
. PRINCIPAL DUE	\$	697.81
+ * FINANCE CHARGE DUE *	\$	202.19
+ FEES DUE	\$	0.00
+ INSURANCE DUE	\$	0.00
+ LATE CHARGES DUE	\$	0.00
= TOTAL CURRENT DUE	\$	900.00
MINIMUM PAYMENT DUE	\$	900.00
 TOTAL PAYMENT DUE	\$	 900.00

FINANCIAL SUMMARY

CREDIT LINE PRINCIPAL	\$	45,000.00

CORPORATE RESOLUTION TO BORROW / GRANT COLLATERAL

COPY

Principal	Loan Date	Maturity	Loan No	Call / Call	Account	Officer	Initials
\$25,000.00	11-14-2005	11-15-2008		4A / A		RJR	

References in the shaded area are for Lender's use only and do not limit the applicability of this document to any particular loan or item. Any item above containing "****" has been omitted due to text length limitations.

Corporation: Riverwalk Education Foundation, Inc.
1450 NE Loop 410
San Antonio, TX 78209

Lender: Broadway National Bank
Main
1177 NE Loop 410 at Nacogdoches Rd.
P O Box 171250
San Antonio, TX 78217
(210) 283-6500

I, THE UNDERSIGNED, DO HEREBY CERTIFY THAT:

THE CORPORATION'S EXISTENCE. The complete and correct name of the Corporation is Riverwalk Education Foundation, Inc. ("Corporation"). The Corporation is a non-profit corporation which is, and at all times shall be, duly organized, validly existing, and in good standing under and by virtue of the laws of the State of Texas. The Corporation is duly authorized to transact business in all other states in which the Corporation is doing business, having obtained all necessary filings, governmental licenses and approvals for each state in which the Corporation is doing business. Specifically, the Corporation is, and at all times shall be, duly qualified as a foreign corporation in all states in which the failure to so qualify would have a material adverse effect on its business or financial condition. The Corporation has the full power and authority to own its properties and to transact the business in which it is presently engaged or presently proposes to engage. The Corporation maintains its principal office at 1450 NE Loop 410, San Antonio, TX 78209. Unless the Corporation has designated otherwise in writing, this is the principal office at which the Corporation keeps its books and records. The Corporation will notify Lender prior to any change in the location of The Corporation's state of organization or any change in The Corporation's name. The Corporation shall do all things necessary to preserve and to keep in full force and effect its existence, rights and privileges, and shall comply with all regulations, rules, ordinances, statutes, orders and decrees of any governmental or quasi-governmental authority or court applicable to the Corporation and The Corporation's business activities.

RESOLUTIONS ADOPTED. At a meeting of the Directors of the Corporation, or if the Corporation is a close corporation having no Board of Directors then at a meeting of the Corporation's shareholders, duly called and held on _____, at which a quorum was present and voting, or by other duly authorized action in lieu of a meeting, the resolutions set forth in this Resolution were adopted.

OFFICER. The following named person is an officer of Riverwalk Education Foundation, Inc.:

NAMES	TITLES	AUTHORIZED	ACTUAL SIGNATURES
Turgay Korkmaz	Director	Y X	

ACTIONS AUTHORIZED. The authorized person listed above may enter into any agreements of any nature with Lender, and those agreements will bind the Corporation. Specifically, but without limitation, the authorized person is authorized, empowered, and directed to do the following for and on behalf of the Corporation:

Borrow Money. To borrow, as a cosigner or otherwise, from time to time from Lender, on such terms as may be agreed upon between the Corporation and Lender, such sum or sums of money as in his or her judgment should be borrowed, without limitation.

Execute Notes. To execute and deliver to Lender the promissory note or notes, or other evidence of the Corporation's credit accommodations, on Lender's forms, at such rates of interest and on such terms as may be agreed upon, evidencing the sums of money so borrowed or any of the Corporation's indebtedness to Lender, and also to execute and deliver to Lender one or more renewals, extensions, modifications, refinancings, consolidations, or substitutions for one or more of the notes, any portion of the notes, or any other evidence of credit accommodations.

Grant Security. To mortgage, pledge, transfer, endorse, hypothecate, or otherwise encumber and deliver to Lender any property now or hereafter belonging to the Corporation or in which the Corporation now or hereafter may have an interest, including without limitation all of the Corporation's real property and all of the Corporation's personal property (tangible or intangible), as security for the payment of any loans or credit accommodations so obtained, any promissory notes so executed (including any amendments to or modifications, renewals, and extensions of such promissory notes), or any other or further indebtedness of the Corporation to Lender at any time owing, however the same may be evidenced. Such property may be mortgaged, pledged, transferred, endorsed, hypothecated or encumbered at the time such loans are obtained or such indebtedness is incurred, or at any other time or times, and may be either in addition to or in lieu of any property theretofore mortgaged, pledged, transferred, endorsed, hypothecated or encumbered.

Execute Security Documents. To execute and deliver to Lender the forms of mortgage, deed of trust, pledge agreement, hypothecation agreement, and other security agreements and financing statements which Lender may require and which shall evidence the terms and conditions under and pursuant to which such liens and encumbrances, or any of them, are given; and also to execute and deliver to Lender any other written instruments, any chattel paper, or any other collateral, of any kind or nature, which Lender may deem necessary or proper in connection with or pertaining to the giving of the liens and encumbrances.

Negotiate Items. To draw, endorse, and discount with Lender all drafts, trade acceptances, promissory notes, or other evidences of indebtedness payable to or belonging to the Corporation or in which the Corporation may have an interest, and either to receive cash for the same or to cause such proceeds to be credited to the Corporation's account with Lender, or to cause such other disposition of the proceeds derived therefrom as he or she may deem advisable.

Further Acts. In the case of lines of credit, to designate additional or alternate individuals as being authorized to request advances under such lines, and in all cases, to do and perform such other acts and things, to pay any and all fees and costs, and to execute and deliver such other documents and agreements as the officer may in his or her discretion deem reasonably necessary or proper in order to carry into effect the provisions of this Resolution.

ASSUMED BUSINESS NAMES. The Corporation has filed or recorded all documents or filings required by law relating to all assumed business names used by the Corporation. Excluding the name of the Corporation, the following is a complete list of all assumed business names under which the Corporation does business: **None.**

NOTICES TO LENDER. The Corporation will promptly notify Lender in writing at Lender's address shown above (or such other addresses as Lender may designate from time to time) prior to any (A) change in the Corporation's name; (B) change in the Corporation's assumed business name(s); (C) change in the management of the Corporation; (D) change in the authorized signer(s); (E) change in the Corporation's principal office address; (F) change in the Corporation's state of organization; (G) conversion of the Corporation to a new or different type of business entity; or (H) change in any other aspect of the Corporation that directly or indirectly relates to any agreements between the Corporation and Lender. No change in the Corporation's name or state of organization will take effect until after Lender has received notice.

CERTIFICATION CONCERNING OFFICERS AND RESOLUTIONS. The officer named above is duly elected, appointed, or employed by or for the Corporation, as the case may be, and occupies the position set opposite his or her respective name. This Resolution now stands of record on the books of the Corporation, is in full force and effect, and has not been modified or revoked in any manner whatsoever.

NO CORPORATE SEAL. The Corporation has no corporate seal, and therefore, no seal is affixed to this Resolution.

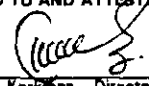
CONTINUING VALIDITY. Any and all acts authorized pursuant to this Resolution and performed prior to the passage of this Resolution are hereby ratified and approved. This Resolution shall be continuing, shall remain in full force and effect and Lender may rely on it until written notice of its revocation shall have been delivered to Lender and receipt acknowledged by Lender in writing at Lender's address shown above (or such addresses as Lender may designate from time to time). Any such notice shall not affect any of the Corporation's agreements or commitments in effect at the time notice is given.

IN TESTIMONY WHEREOF, I have hereunto set my hand and attest that the signature set opposite the name listed above is his or her genuine signature.

I have read all the provisions of this Resolution, and I personally and on behalf of the Corporation certify that all statements and representations made in this Resolution are true and correct. This Corporate Resolution to Borrow / Grant Collateral is dated 11-17-2005.

CERTIFIED TO AND ATTESTED BY:

X


Turgay Korkmaz, Director of Riverwalk Education
Foundation, Inc.

NOTE: If the officer signing this Resolution is designated by the foregoing document as one of the officers authorized to act on the Corporation's behalf, it is advisable to have this Resolution signed by at least one non-authorized officer of the Corporation.

LASER PRO Litho, Ver. 6.26.00.0001 Corp. Printed Financial Statements, Inc. 1987, 2006. All Rights Reserved. TX L10PWRACRULPLC10.0C TS 34081

PROMISSORY NOTE

Principal	Loan Date	Maturity	Loan No.	Call / Coll	Account	Officer	Initials
\$25,000.00	11-14-2005	11-15-2008		4A / A		RJR	

References in the shaded areas are for Lender's use only and do not limit the applicability of this document to any particular loan or item. Any item above containing "****" has been omitted due to text length limitations.

Borrower: Riverwalk Education Foundation, Inc.
1450 NE Loop 410
San Antonio, TX 78209

Lender: Broadway National Bank
Main
1177 NE Loop 410 at Nacogdoches Rd.
P O Box 171250
San Antonio, TX 78217
(210) 283-6500

Principal Amount: \$25,000.00

Interest Rate: 9.000%

Date of Note: November 14, 2005

PROMISE TO PAY. Riverwalk Education Foundation, Inc. ("Borrower") promises to pay to Broadway National Bank ("Lender"), or order, in lawful money of the United States of America, the principal amount of Twenty-five Thousand & 00/100 Dollars (\$25,000.00), together with interest at the rate of 9.000% per annum on the unpaid principal balance from November 14, 2005, until maturity. The interest rate will not increase above 18.000%.

PAYMENT. Borrower will pay this loan in 36 payments of \$795.11 each payment. Borrower's first payment is due December 15, 2005, and all subsequent payments are due on the same day of each month after that. Borrower's final payment will be due on November 15, 2008, and will be for all principal and all accrued interest not yet paid. Payments include principal and interest. Unless otherwise agreed or required by applicable law, payments will be applied first to any accrued unpaid interest; then to principal; and then to any unpaid collection costs. Interest on this Note is computed on a 365/365 simple interest basis; that is, by applying the ratio of the annual interest rate over the number of days in a year, multiplied by the outstanding principal balance, multiplied by the actual number of days the principal balance is outstanding. Borrower will pay Lender at Lender's address shown above or at such other place as Lender may designate in writing.

MAXIMUM INTEREST RATE. Under no circumstances will the interest rate on this Note exceed the lesser of 18.000% per annum or the maximum rate allowed by applicable law.

PREPAYMENT. Borrower may pay without penalty all or a portion of the amount owed earlier than it is due. Prepayment in full shall consist of payment of the remaining unpaid principal balance together with all accrued and unpaid interest and all other amounts, costs and expenses for which Borrower is responsible under this Note or any other agreement with Lender pertaining to this loan, and in no event will Borrower ever be required to pay any unearned interest. Early payments will not, unless agreed to by Lender in writing, relieve Borrower of Borrower's obligation to continue to make payments under the payment schedule. Rather, early payments will reduce the principal balance due and may result in Borrower's making fewer payments. Borrower agrees not to send Lender payments marked "paid in full", "without recourse", or similar language. If Borrower sends such a payment, Lender may accept it without losing any of Lender's rights under this Note, and Borrower will remain obligated to pay any further amount owed to Lender. All written communications concerning disputed amounts, including any check or other payment instrument that indicates that the payment constitutes "payment in full" of the amount owed or that is tendered with other conditions or limitations or as full satisfaction of a disputed amount must be mailed or delivered to: Broadway National Bank, Main, 1177 NE Loop 410 at Nacogdoches Rd., P O Box 171250, San Antonio, TX 78217.

POST MATURITY RATE. The Post Maturity Rate on this Note is the lesser of the maximum rate allowed by law or the note rate in effect at the time of final maturity. Borrower will pay interest on all sums due after final maturity, whether by acceleration or otherwise, at that rate.

DEFAULT. Each of the following shall constitute an event of default ("Event of Default") under this Note:

Payment Default. Borrower fails to make any payment when due under this Note.

Other Defaults. Borrower fails to comply with or to perform any other term, obligation, covenant or condition contained in this Note or in any of the related documents or to comply with or to perform any term, obligation, covenant or condition contained in any other agreement between Lender and Borrower.

Default in Favor of Third Parties. Borrower or any Grantor defaults under any loan, extension of credit, security agreement, purchase or sales agreement, or any other agreement, in favor of any other creditor or person that may materially effect any of Borrower's property or Borrower's ability to repay this Note or perform Borrower's obligations under this Note or any of the related documents.

False Statements. Any warranty, representation or statement made or furnished to Lender by Borrower or on Borrower's behalf under this Note or the related documents is false or misleading in any material respect, either now or at the time made or furnished or becomes false or misleading at any time thereafter.

Insolvency. The dissolution or termination of Borrower's existence as a going business, the insolvency of Borrower, the appointment of a receiver for any part of Borrower's property, any assignment for the benefit of creditors, any type of creditor workout, or the commencement of any proceeding under any bankruptcy or insolvency laws by or against Borrower.

Creditor or Forfeiture Proceedings. Commencement of foreclosure or forfeiture proceedings, whether by judicial proceeding, self-help, repossession or any other method, by any creditor of Borrower or by any governmental agency against any collateral securing the loan. This includes a garnishment of any of Borrower's accounts, including deposit accounts, with Lender. However, this Event of Default shall not apply if there is a good faith dispute by Borrower as to the validity or reasonableness of the claim which is the basis of the creditor or forfeiture proceeding and if Borrower gives Lender written notice of the creditor or forfeiture proceeding and deposits with Lender monies or a surety bond for the creditor or forfeiture proceeding, in an amount determined by Lender, in its sole discretion, as being an adequate reserve or bond for the dispute.

Events Affecting Guarantor. Any of the preceding events occurs with respect to any Guarantor of any of the indebtedness or any Guarantor dies or becomes incompetent, or revokes or disputes the validity of, or liability under, any guaranty of the indebtedness evidenced by this Note.

Change in Ownership. Any change in ownership of twenty-five percent (25%) or more of the common stock of Borrower.

Adverse Change. A material adverse change occurs in Borrower's financial condition, or Lender believes the prospect of payment or performance of this Note is impaired.

Insecurity. Lender in good faith believes itself insecure.

LENDER'S RIGHTS. Upon default, Lender may declare the entire indebtedness, including the unpaid principal balance on this Note, all accrued unpaid interest, and all other amounts, costs and expenses for which Borrower is responsible under this Note or any other agreement with Lender pertaining to this loan, immediately due, without notice, and then Borrower will pay that amount.

ATTORNEYS' FEES; EXPENSES. Lender may hire an attorney to help collect this Note if Borrower does not pay, and Borrower will pay Lender's reasonable attorneys' fees. Borrower also will pay Lender all other amounts Lender actually incurs as court costs, lawful fees for filing, recording, releasing to any public office any instrument securing this Note; the reasonable cost actually expended for repossession, storing, preparing for sale, and selling any security; and fees for noting a lien on or transferring a certificate of title to any motor vehicle offered as security for this Note, or premiums or identifiable charges received in connection with the sale of authorized insurance.

GENERAL PROVISIONS. NOTICE: Under no circumstances (and notwithstanding any other provisions of this Note) shall the interest charged, collected, or contracted for on this Note exceed the maximum rate permitted by law. The term "maximum rate permitted by law" as used in this Note means the greater of (a) the maximum rate of interest permitted under federal or other law applicable to the indebtedness evidenced by this Note, or (b) the higher, as of the date of this Note, of the "Weekly Ceiling" or the "Quarterly Ceiling" as referred to in Sections 303.002, 303.003 and 303.006 of the Texas Finance Code. If any part of this Note cannot be enforced, this fact will not affect the rest of the Note. Borrower does not agree or intend to pay, and Lender does not agree or intend to contract for, charge, collect, take, reserve or receive (collectively referred to herein as "charge or collect"), any amount in the nature of interest or in the nature of a fee for this loan, which would in any way or event (including demand, prepayment, or acceleration) cause Lender to charge or collect more for this loan than the maximum Lender would be permitted to charge or collect by federal law or the law of the State of Texas (as applicable). Any such excess interest or unauthorized fee shall, instead of anything stated to the contrary, be applied first to reduce the principal balance of this loan, and when the principal has been paid in full, be refunded to Borrower. The right to accelerate maturity of sums due under this Note does not include the right to accelerate any interest which has not otherwise accrued on the date of such acceleration, and Lender does not intend to charge or collect any unearned interest in the event of acceleration. All sums paid or agreed to be paid to Lender for the use, forbearance or detention of sums due hereunder shall, to the extent permitted by applicable law, be amortized, prorated, allocated and spread throughout the full term of the loan evidenced by this Note until payment in full so that the rate or amount of interest on account of the loan evidenced hereby does not exceed the applicable usury ceiling. Lender may delay or forgo enforcing any of its rights or remedies under this Note without losing them. Borrower and any other person who signs, guarantees or endorses this Note, to the extent allowed by law, waive presentment, demand for payment, notice of dishonor, notice of intent to accelerate the maturity of this Note, and notice of acceleration of the maturity of this Note. Upon any change in the terms of this Note, and unless otherwise expressly stated in writing, no party who signs this Note, whether as maker, guarantor, accommodation maker or endorser, shall be released from liability. All such parties agree that Lender may renew or extend (repeatedly and for any length of time) this loan or release any party or guarantor or collateral; or impair, fail to realize upon or perfect Lender's security interest in the collateral without the consent of or notice to anyone. All such parties also agree that Lender may modify this loan without the consent of or notice to anyone other than the party with whom the modification is made. The obligations under this Note are joint and several.

PRIOR TO SIGNING THIS NOTE, BORROWER READ AND UNDERSTOOD ALL THE PROVISIONS OF THIS NOTE. BORROWER AGREES TO THE TERMS OF THE NOTE.

BORROWER ACKNOWLEDGES RECEIPT OF A COMPLETED COPY OF THIS PROMISSORY NOTE.

BORROWER:

RIVERWALK EDUCATION FOUNDATION, INC.

By: Turgay Korkmaz Director of Riverwalk Education Foundation, Inc.

THE
CINCINNATI
INSURANCE COMPANIES



**EQUIPMENT & VEHICLE
LEASING**

CFC INVESTMENT COMPANY

A subsidiary of Cincinnati Financial Corporation

Mailing Address: P.O. BOX 145496
CINCINNATI, OHIO 45250-5496
(513) 870-2203
(513) 870-2092 FAX

June 10, 2005

*Mr. Turgay Korkmaz
School of Science & Technology
10318 Westfield Pl.
San Antonio, TX 78240*

RE: Account # [REDACTED]

Dear Mr. Korkmaz,

Enclosed are accepted document copies of your agreement. We have received you advance payment. Your next payment will be due July 11, 2005. You will be invoiced monthly for future payments unless you are using our ACH electronic payment service. Please let us know if there are any discrepancies or if you have any questions.

If you have not already done so, please have your insurance agency provide a Certificate of Insurance and Loss Payable Clause to CFC Investment Company at the address shown above.

Don't hesitate to contact us should you have any questions regarding this documentation.

Sincerely,

*Carol Knuckles
Administrative Specialist*

Enc.



6200 S. Gilmore Road, Fairfield, Ohio 45014-5141

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EQUIPMENT FINANCE AGREEMENT

Agreement Number

20050469

Federal Tax ID #

01-0758906

This document was written in "Plain English". The words YOU and YOUR refer to the customer. The words WE, US and OUR refer to the Secured Party.

CUSTOMER INFORMATIONRiverwalk Education Foundation dba School of Science & Technology

FULL LEGAL NAME OF CUSTOMER

D/B/A

1450 N.E. Loop 410

STREET ADDRESS

San Antonio, TX 78209

CITY, STATE, ZIP

(210) 458-7346

PHONE

Hertz Furniture Systems

NAME OF SUPPLIER

95 McKee Drive,

STREET ADDRESS

Mahwah, NJ 07430

CITY, STATE, ZIP

(800) 526-4677

PHONE

BILLING STREET ADDRESS (if different from above)

CITY

STATE

ZIP

PHONE

EQUIPMENT LOCATION (if different from above)

CITY

STATE

ZIP

PHONE

EQUIPMENT (QUANTITY, DESCRIPTION, MODEL AND SERIAL NUMBERS)See Exhibit "A" attached hereto and forming a part hereof**TERMS**

Term in months

36 (MOS)

Commencement Date: _____

MONTHLY PAYMENT AMOUNT36 Payments of \$1,564.00

Payment Period is Monthly Unless Otherwise Indicated

ADVANCE PAYMENTS\$1,564.00

Received

(1st in advance)

PAY PROCEEDS

You are hereby irrevocably instructed to disburse from the proceeds of the loan evidenced by the above-referenced instruments the respective amounts to the respective payees designated below:

AMOUNT**PAYEE- NAME AND ADDRESS**\$43,928.11Hertz Furniture Systems, 95 McKee Drive, , Mahwah, NJ 07430**THIS IS A NONCANCELABLE/IRREVOCABLE AGREEMENT, THIS AGREEMENT CANNOT BE CANCELLED OR TERMINATED.****TERMS AND CONDITIONS** (THIS AGREEMENT CONTAINS PROVISIONS SET FORTH ON THE REVERSE SIDE, ALL OF WHICH ARE MADE PART OF THIS AGREEMENT)**SECURED PARTY**

Dated: _____

6/9 2005**CUSTOMER AGREEMENT**

DATED: _____

6-82005FINANCER: ACI Financial, Inc.

SIGNATURE: _____

TITLE: _____

CUSTOMER: Riverwalk Education Foundation dba
School of Science & TechnologySIGNATURE: ☒ _____

TITLE: _____

Turgay Korkmaz
President**ACCEPTANCE OF DELIVERY**

You certify that all the equipment listed above has been furnished, that delivery and installation has been fully completed and satisfactory. Further, all conditions and terms of this agreement have been reviewed and acknowledged. Upon your signing below, your promises herein will be irrevocable and unconditional in all respects. You understand and agree that we have made payment for the equipment to the supplier, and you may contact the above supplier for your warranty rights, if any, which we transfer to you for the term of this Agreement.

6/8/05 Riverwalk Education Foundation dba
School of Science & Technology

Date of Delivery Customer

☒Signature: Turgay Korkmaz

President

Title

As additional inducement for us to enter into the Agreement (including each Supplement), the undersigned ("Guarantor") unconditionally personally guarantees that the customer will make all payments and meet all obligations required under this Agreement and any Supplements fully and promptly. Guarantor agrees that we may make other arrangements including compromise or settlement with the borrower named above and Guarantor waives all defenses and notice of those changes and will remain responsible for the payment and obligations of this Agreement. We do not have to notify Guarantor if the borrower is in default. If the borrower defaults, Guarantor will immediately pay in accordance with the default provision of the Agreement all sums due under the terms of the Agreement and will perform all the obligations of the borrower under the Agreement. If it is necessary for us to proceed legally to enforce this guaranty, Guarantor expressly consents to the jurisdiction of the court set out in paragraph 14 and agree to pay all costs, including attorneys fees incurred in enforcement of this guaranty. It is not necessary for us to proceed first against the borrower before enforcing this guaranty. By signing this guaranty, the Guarantor authorizes us to obtain credit bureau reports for credit and collection purposes.

Signature

Print Name of Guarantor

Date

EFA 1045

382

THE
CINNATI
INSURANCE COMPANIES



**EQUIPMENT & VEHICLE
LEASING**

CFC INVESTMENT COMPANY

A subsidiary of Cincinnati Financial Corporation

Mailing Address: P.O. BOX 145496
CINCINNATI, OHIO 45250-5496
(513) 870-2203
(513) 870-2092 FAX

June 23, 2005

*Mr. Turgay Korkmaz
School of Science & Technology
1450 NE Loop 410
San Antonio, TX 78209*

RE: Account # [REDACTED]

Dear Mr. Korkmaz,

Enclosed are your accepted document copies. Payments of \$238.00 will be automatically withdrawn from your bank account beginning August 11, 2005 and the 11th of every month thereafter. If you have any questions, or notice any discrepancies, please give us a call.

If you have not already done so, please have your insurance agency provide a Certificate of Insurance and Loss Payable Clause to CFC Investment Company at the address shown above.

Don't hesitate to contact us should you have any questions regarding this documentation.

Sincerely,

*Carol Knuckles
Administrative Specialist*

Enc.



6200 S. Gilmore Road, Fairfield, Ohio 45014-5141

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LEASE NO: 001 - 007557375 - 002



Financial Services

Your Dell Customer Number is: 57227561



Company No: 66

THIS LEASE AGREEMENT ("LEASE") SETS FORTH YOUR RESPONSIBILITIES AND OBLIGATIONS WITH REGARD TO YOUR LEASE OF THE PRODUCTS. IF THIS LEASE HAS BEEN PROVIDED TO YOU ELECTRONICALLY AND YOU WISH TO ENTER INTO THIS LEASE ELECTRONICALLY, YOUR SIGNATURE ON THE ACCOMPANYING "ELECTRONIC SIGNATURE E-MAIL" WILL CONSTITUTE YOUR AGREEMENT TO DO BUSINESS AND RECEIVE ALL RELATED RECORDS ELECTRONICALLY. SAVE AND DOWNLOAD OR PRINT A COPY OF THE LEASE AND ACCOMPANYING E-MAILS AND RETAIN THEM FOR YOUR RECORDS.

THIS LEASE HAS BEEN WRITTEN IN "PLAIN ENGLISH". WHEN WE USE YOU AND YOUR IN THIS LEASE WE MEAN YOU, THE CUSTOMER WHO IS THE LESSEE INDICATED BELOW. WHEN WE USE WE, US AND OUR WE MEAN THE LESSOR, DELL FINANCIAL SERVICES L.P.

FULL LEGAL NAME OF LESSEE RIVERWALK EDUCATION FOUNDATION INC		LEASE TERM (MONTHS) 36	MONTHLY RENT PAYMENT ^A \$959.19 ^ASubject to Applicable Tax	MONTHLY PERSONAL PROPERTY MGMT FEE ^A \$0.00 ^ASubject to Applicable Tax	COMMENCEMENT DATE
DBA NAME (IF ANY) SCHOOL OF SCIENCE & TECHNOLOGY	TYPE OF BUSINESS Corporation	FINANCING TERMS Product Cost = \$29,405.06 (MONTHLY RENT PAYMENTS ARE DUE AND PAYABLE IN ADVANCE) *A Transaction Processing Fee IS NOT included in the Monthly Rent Payment shown above, and WILL appear as a one time charge on your first invoice. **Charges to ship to you ARE NOT included in the Monthly Rental Payment, and WILL appear as a one time charge on your first invoice.			
BILLING ADDRESS: STREET, CITY, STATE, ZIP CODE 1450 NORTHEAST LOOP 410 SAN ANTONIO TX 78209					
PRODUCT LOCATION SEE ATTACHMENT A		GENERAL PRODUCT DESCRIPTION/SUPPLIER SEE ATTACHMENT A			
GUARANTOR NAME TURGAY KORKMAZ		SOCIAL SECURITY NUMBER [REDACTED]		END OF LEASE PURCHASE OPTION \$1.00	

TERMS AND CONDITIONS OF LEASE

1. NO WARRANTIES: WE ARE LEASING THE PRODUCTS TO YOU "AS-IS". YOU ACKNOWLEDGE THAT WE DO NOT MANUFACTURE OR SUPPLY THE PRODUCTS, WE DO NOT REPRESENT THE MANUFACTURER OR SUPPLIER AND YOU HAVE SELECTED THE PRODUCTS AND THE SUPPLIER BASED ON YOUR OWN JUDGMENT. WE MAKE NO WARRANTIES OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING THE MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OF THE PRODUCT OR ANY SERVICES. WE HEREBY ASSIGN ALL WARRANTIES MADE TO US BY SUPPLIER, MANUFACTURER, AND ANY SERVICE PROVIDER TO YOU, AND YOU AGREE THAT YOU WILL MAKE ALL CLAIMS OF ANY KIND RELATING TO THE PRODUCTS OR SERVICES AGAINST SUCH SUPPLIER, MANUFACTURER, AND/OR SERVICE PROVIDER.

2. ACCEPTANCE; ENTIRE AGREEMENT; DELIVERY; ELECTRONIC SIGNATURES AND RECORDS: BY SIGNING THIS LEASE: (a) YOU ACKNOWLEDGE THAT YOU HAVE RECEIVED, READ, UNDERSTAND AND AGREE TO ALL OF THE TERMS AND CONDITIONS (SECTIONS NUMBERED 1-18, PAGES 1-4) AND ATTACHMENT A OF THIS LEASE; (b) YOU AGREE THAT THIS LEASE IS A NET LEASE AND YOU CANNOT TERMINATE OR CANCEL AND UPON ACCEPTANCE OF THE PRODUCTS YOU HAVE AN UNCONDITIONAL OBLIGATION TO MAKE ALL PAYMENTS UNDER THIS LEASE AND YOU CANNOT WITHHOLD, SETOFF OR REDUCE SUCH PAYMENTS FOR ANY REASON; (c) YOU AGREE THAT THE PRODUCTS WILL BE USED FOR BUSINESS PURPOSES ONLY AND NOT FOR PERSONAL, FAMILY OR HOUSEHOLD PURPOSES; (d) YOU CONFIRM THAT THE PERSON SIGNING THIS LEASE FOR YOU HAS THE AUTHORITY TO DO SO AND TO GRANT THE POWER OF ATTORNEY IN SECTION 6; (e) YOU AGREE THAT THIS LEASE WILL BE GOVERNED BY THE LAWS OF THE STATE OF ILLINOIS, WITHOUT REGARD TO ITS CONFLICTS OF LAWS PRINCIPLES AND TO THE EXTENT APPLICABLE, THE ELECTRONIC SIGNATURES IN GLOBAL AND NATIONAL COMMERCE ACT AND YOU CONSENT TO THE JURISDICTION OF ANY COURT LOCATED WITHIN THAT STATE AND YOU EXPRESSLY WAIVE THE RIGHT TO A TRIAL BY JURY; (f) YOU ACKNOWLEDGE AND AGREE THAT THIS LEASE IS SUBJECT TO THE ARBITRATION PROVISIONS SET FORTH IN SECTION 16 AND YOU UNDERSTAND AND AGREE THAT IN ARBITRATION: YOU GIVE UP RIGHTS TO SEEK REMEDIES IN COURT, INCLUDING THE RIGHT TO A JURY TRIAL; YOUR ABILITY TO COMPEL OTHER PARTIES TO PRODUCE DOCUMENTS OR BE EXAMINED IS MORE LIMITED THAN IN A LAWSUIT; AND, YOUR RIGHTS TO APPEAL OR CHANGE ANY ARBITRATION AWARD IN ANY COURT ARE STRICTLY LIMITED; AND (g) YOU CONFIRM THAT THE INFORMATION IN ANY CREDIT APPLICATION, STATEMENT, TRADE REFERENCE OR FINANCIAL REPORT SUBMITTED TO US IS TRUE AND CORRECT AND YOU UNDERSTAND THAT ANY MATERIAL MISREPRESENTATION SHALL CONSTITUTE A DEFAULT UNDER THE LEASE. YOU AGREE TO BE BOUND BY THIS LEASE BY SIGNING IT. IF THIS LEASE HAS BEEN PROVIDED TO YOU ELECTRONICALLY ALONG WITH AN ACCOMPANYING ELECTRONIC SIGNATURE E-MAIL AND YOU WISH TO ENTER INTO THIS LEASE ELECTRONICALLY, YOU MAY SIGN THIS LEASE BY COMPLETING THE ELECTRONIC ACCEPTANCE PROCEDURE IN THE ACCOMPANYING ELECTRONIC SIGNATURE E-MAIL, INCORPORATED HEREIN, AND FORWARDING THE COMPLETED ELECTRONIC SIGNATURE E-MAIL AND THIS LEASE TO US BY E-MAIL. OTHERWISE, YOU MUST SIGN THIS LEASE BY COMPLETING THE SIGNATURE BOX ON A PRINTED COPY OF THE LEASE AND RETURN IT TO US EITHER BY FACSIMILE TRANSMISSION OR BY U.S. MAIL. IF YOU DELIVER THIS SIGNED LEASE TO US BY FACSIMILE TRANSMISSION, AND WE DO NOT RECEIVE ALL OF THE PAGES TO THE LEASE, YOU AGREE THAT, EXCEPT FOR ANY PAGES WHICH REQUIRE YOUR SIGNATURE, WE MAY SUPPLY THE MISSING PAGES TO THE LEASE FROM OUR DATABASE WHICH CONFORMS TO THE VERSION NUMBER AT THE BOTTOM OF THE PAGE. IF YOU DELIVER THIS SIGNED LEASE TO US BY E-MAIL, FACSIMILE TRANSMISSION OR BY U.S. MAIL, YOU ACKNOWLEDGE THAT WE ARE

B S D





Tuesday, October 25, 2005

TURGAY KORKMAZ
RIVERWALK EDUCATION FOUNDATION, INC. DBA SCHOOL OF SCIENCE AND
TECHNOLOGY
1450 NE LOOP 410
SAN ANTONIO, TX 78209

RE: Equipment Finance Agreement # 13591

Dear TURGAY KORKMAZ:

On behalf of ACI FINANCIAL, INC., I want to welcome you as a customer of Pentech Funding Services. We hope that the equipment you have acquired under this Agreement will be of great benefit to your company. A copy of your Agreement is enclosed for your convenience. You will be receiving a monthly invoice for your payment of \$414.25 for a term of 36 months. Your next regularly scheduled payment will be due on 12/01/05.

Please note that in accordance with the provisions of paragraph 1 of the Agreement, if applicable you will receive a *one-time* charge for interim rent for the first partial month of the Agreement. This invoice will be sent to you in a few days and will be due upon receipt. All payments should be sent to:

Pentech Financial Services, Inc.
P.O. BOX 712320
CINCINNATI, OH 45271-2320

If you have additional equipment needs in the future, please contact your representative at ACI FINANCIAL, INC.. To ensure that ACI FINANCIAL, INC. will be able to accommodate your next financing requirement, please see that all payments are made promptly. If you have questions about this Agreement, please call our customer service department at 1.866.874.4835.

Lastly, as a reminder, as outlined in paragraph 10 of the Agreement, you have agreed to be responsible for all property taxes associated with the Equipment. Since this agreement is being treated as a financing for property tax purposes, please ensure that you declare the equipment to the appropriate property tax authorities and pay any property taxes directly to them.

Thank you again for becoming a customer of Pentech Funding Services. We hope to be an integral part of your growing business!

Sincerely,

Pentech Funding Services

LEAF
Financial
Corporation

LEASE AGREEMENT

Phone: 800-819-5556, Fax: 215-569-0675
1845 Walnut Street, Suite 1000, Philadelphia, PA 19103

Lessee Legal Name Riverwalk Education Foundation Inc.		Address 1450 NE Loop 410			
City San Antonio	County ()	State TX	Zip 78209	Phone (210)804-0222	
Unit Quantity	Description of Equipment Leased NEW (✓) USED ()	Make and Type	Model Number	Serial Number	
	See Schedule "A"				
Equipment Location: Same (✓) Other ()		Address	City	State	Zip
Term in Months 36	Lease Payments: (✓) Monthly () Quarterly () Other \$ 247.47 (Plus applicable taxes)	AT THE TIME OF THIS LEASE AGREEMENT, YOU AGREE TO PAY _____ LEASE PAYMENT(S) IN ADVANCE AND INCLUDE A CHECK IN THE AMOUNT OF \$ _____ IF MORE THAN ONE LEASE PAYMENT IS REQUIRED IN ADVANCE THE ADDITIONAL AMOUNT (LESS APPLICABLE TAX ASSOCIATED WITH THE FIRST PAYMENT) WILL BE HELD AS SECURITY UNTIL ALL OBLIGATIONS OF THIS LEASE ARE SATISFIED IF YOU ARE TAX EXEMPT PLEASE ATTACH CERTIFICATE AND WRITE YOUR TAX EXEMPT # _____			
AT THE EXPIRATION OF THIS LEASE, _____ FAIR MARKET VALUE PURCHASE OPTION IF YOU ARE NOT IN DEFAULT, YOU WILL _____ 10% PURCHASE OPTION HAVE THE FOLLOWING PURCHASE OPTION: ☒ \$ 1.00 PURCHASE End of lease purchase option shall be FMV unless another option is selected					

Throughout this agreement the words "We," "Our," and "Us" refer to the Lessor, LEAF Funding, Inc. The words "You" and "Your" refer to the Lessee indicated above. You agree to lease the Equipment described above ("Equipment") and agree to the terms and conditions of this Lease Agreement ("Lease").

LEASE PAYMENTS:

In accordance with the Lease payment schedule outlined herein, you agree to pay us the Lease payments. We may adjust your lease payment upward or downward by no more than 15% if the invoiced costs are different than the amount we used to calculate the estimated Lease payments shown above. Your obligation to pay the Lease payments and all other obligations herein are absolute and unconditional and are not subject to any abatement, set-off, defense or counterclaim for any reason whatsoever. If the Equipment Delivery Date is other than the Lease Commencement Date that we execute the Lease, you agree to pay us an interim rent Lease Payment. This interim Lease Payment will be included as part of the first invoice sent by us to you. The remaining Lease Payments, beginning with the first Lease Payment, will be due on the first day of the subsequent month (or such other time period specified above) designated by us.

DELIVERY, INSTALLATION AND ACCEPTANCE:

You are responsible for arranging the delivery of the Equipment described above. The Lease term will commence when the Equipment is delivered and installed. Unless you notify us otherwise in writing within 7 days of installation, you unconditionally accept the Equipment. We may require you to provide us a signed delivery and acceptance certificate.

EQUIPMENT LOCATION USE AND REPAIR:

You will maintain and use the Equipment only at the location shown above. You agree that the Equipment cannot be moved from that location without our advance written approval. You are responsible for maintaining the Equipment in good repair, condition, and in proper working order, except for normal wear and tear. You are responsible for protecting the Equipment from damage or any kind of loss whatsoever and will continue to make Lease payments if any damage or loss occurs, even if the Equipment is completely destroyed.

INDEMNIFICATION:

We are not responsible for any losses or damages caused by the installation or use of the Equipment, or from any other kind of loss while you are in

possession of the Equipment. You agree to indemnify and hold us harmless from any and all losses, claims, liabilities, demands and expenses whatsoever that may arise from your use of the Equipment.

LEASE EXPIRATION AND RENEWAL:

Unless you notify us in writing at least 90 days prior to the expiration of the Lease, or any renewal term, of your intention to return the Equipment to us or to exercise the purchase option indicated above, this Lease will automatically renew for successive 90 day periods at the same monthly Lease payment amount until you either exercise the purchase option or provide us with notice of your intention to return the Equipment to us. If you exercise a fair market value purchase option, you agree to purchase all, but not less than all, of the Equipment that is in place and in use at your location for its fair market value. If you elect to return the Equipment to us, it must be returned to the location that we designate within 90 days of your notice to us of your intention to return the Equipment to us. Your obligation to pay rent will continue until the Equipment is returned to our designated return location. You are responsible for all expenses incurred in returning the Equipment to us and agree to pay us a Restocking Fee equal to one additional Lease payment.

LATE FEES AND COLLECTION CHARGES:

If any Lease payment or other amount payable to us is not paid within ten (10) days of its due date, you agree to pay us a late charge of the greater of 7.5% of the amount which is late or \$10.00, or if less, the maximum amount allowable under applicable law. You also agree to pay us thirty-five dollars (\$35.00) for each check returned for insufficient funds.

NO WARRANTY:

The Equipment is being leased to you "as is". You acknowledge that we do not manufacture the Equipment and that you have selected the Equipment and the supplier based on your own judgment. **WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE IN CONNECTION WITH THE EQUIPMENT THAT IS THE SUBJECT OF THIS AGREEMENT. WE SHALL NOT BE RESPONSIBLE FOR ANY CONSEQUENTIAL OR INCIDENTAL DAMAGES. WE SHALL NOT BE LIABLE FOR ANY LOSS OR INJURY TO YOU OR TO ANY THIRD PERSON OR PROPERTY, INCLUDING DIRECT, INDIRECT,**

Signature	Stamp/Date	Signature
	11/14/01 15:23:02	X L.N



LEASE AGREEMENT #: 372525

DATED: 10/10/2005

CUSTOMER NAME RIVERWALK EDUCATION FOUNDATION, INC.		# Of Advances 0	TOTAL ADVANCE (MO. PAY) \$0.00
DBA NAME (IF ANY) SCHOOL OF SCIENCE & TECHNOLOGY	EQUIPMENT DESCRIPTION See Attached Addendum	PURCHASE OPTION \$1 out	LEASE TERM 36
ADDRESS 1450 NE I-410- LOOP SAN ANTONIO, TX 78209	EQUIPMENT LOCATION See Attached Addendum	Monthly Payment * \$477.42	DOCUMENTATION FEE \$65.00

*Plus applicable taxes to be billed

DEAR CUSTOMER: This Lease Agreement (the "Lease") contains the terms of your agreement with us. Please read it carefully and ask us any questions you may have. The words You, Your and Lessee mean you, our customer. The words We, Us, Our and the Lessor, mean CIT TECHNOLOGY FINANCING SERVICES, INC.

- EQUIPMENT LEASED; TERM, RENT AND FEES:** We agree to lease to you and you agree to lease from us the equipment ("Equipment") identified above. You certify that the Equipment will be used for a business purpose, and not for personal, family or household purposes. You agree to pay the Documentation Fee, the Total Advance and the Security Deposit (if any) when you sign this Lease. All Advances in excess of one month will be applied to the end of the Term. This Lease shall commence on the date that any of the Equipment is delivered to you ("Commencement Date"). Your first Monthly Payment shown above ("Monthly Payment"), is due 30 days from the Commencement Date ("First Payment Date"), and your remaining Monthly Payments shall be due on the same day of each subsequent month until you have paid all the Monthly Payments due under this Lease. You will execute a Certificate Of Acceptance upon receipt of the Equipment, if we provide one to you and if not, you expressly agree that you accepted the Equipment no later than 14 days after it was shipped to you. You agree that this Lease is a net lease which may not be terminated or cancelled; that you have an unconditional obligation to make all payments due under the Lease according to the terms set forth herein and in any amendment or addendum hereto signed by you and us, and that you can not withhold, set off or reduce such payments for any reason. You authorize us to adjust the Monthly Payment by not more than 15% if the actual total cash price for the Equipment differs from the estimated total cash price.
- SUPPLY CONTRACT:** If you have entered into any purchase or supply contract ("Supply Contract") with any supplier, you assign to us your rights under such Supply Contract, but none of your obligations (other than the obligation to pay for the Equipment if it is accepted by you). If you have not entered into a Supply Contract, you authorize us to enter into a Supply Contract on your behalf. You will arrange for the delivery of the Equipment to you. Neither the supplier nor any salesperson are our agent. Their statements will not affect your rights or obligations under this Lease.
- ASSIGNMENT:** YOU MAY NOT SELL, PLEDGE, TRANSFER, ASSIGN OR SUBLEASE THE EQUIPMENT OR THIS LEASE. We may sell, assign, transfer or grant a security interest in all or any part of this Lease and/or the Equipment without your consent or without notifying you. The new owner will have the same rights that we have, but not our obligations. You agree you will not assert against the new owner any claims, defenses or set-offs that you may have against us and/or the supplier.
- NO WARRANTIES:** We are leasing the Equipment to you "AS-IS". YOU ACKNOWLEDGE THAT WE DO NOT MANUFACTURE THE EQUIPMENT, WE DO NOT REPRESENT THE MANUFACTURER OR THE SUPPLIER, AND YOU HAVE SELECTED THE EQUIPMENT AND SUPPLIER BASED UPON YOUR OWN JUDGMENT. WE MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR OTHERWISE. We transfer to you for the term of this Lease any warranties made by the manufacturer or supplier under a Supply Contract. You agree that you will not assert against us any claim or defense that you have against the supplier.
- EQUIPMENT LOCATION; USE AND REPAIR; RETURN:** We are the owner of the Equipment unless your Purchase Option is \$1.00. You agree to keep the Equipment free from liens and encumbrances. You will keep and use the Equipment only at the address set forth above. You may not move the Equipment without our prior written consent. At your own cost, you will keep the Equipment eligible for any manufacturer's certification, in compliance with all applicable laws and in good condition, except for ordinary wear and tear. You will not make any alterations, additions or replacements to the Equipment without our prior written consent. All permitted alterations, additions and replacements will become our property at no cost to us. We may inspect the Equipment during normal business hours. Unless your Purchase Option is \$1.00 or you purchase the Equipment at the end of this Lease, you will immediately deliver the Equipment to the party and location directed by us in as good condition as when you received it, except for ordinary wear and tear. You will pay all shipping and other expenses, and you will insure the Equipment for its full replacement value during shipping.
- TAXES:** You agree to pay when due or reimburse us for all taxes, fines, and penalties relating to the use or ownership of the Equipment or to this Lease, now or hereafter imposed, or assessed by any state, federal or local government or agency. If your Purchase Option is \$1.00, you agree to file all required tax returns and reports concerning the Equipment with all appropriate governmental agencies. If your Purchase Option is not \$1.00, we will file all such reports.

(CONTINUED ON NEXT PAGE -

ALL PARTIES AGREE, INCLUDING GUARANTOR(S), THAT THE CORRECT VERSION OF THE NEXT PAGE IS THE FORM ATTACHED TO OUR COPY AND SHALL BE BINDING ON ALL PARTIES)

ACCEPTANCE

THIS LEASE MAY NOT BE CANCELED

(LESSEE) RIVERWALK EDUCATION FOUNDATION, INC.

By: X Mark K. Namver X Superintendent
Authorized Signer Title
Print Name X Mark K. Namver

CIT TECHNOLOGY FINANCING SERVICES, INC.

Title
By: _____ Date: _____

FAX EXECUTION: A fax version of this Lease when received by us shall be binding on you for all purposes as if originally signed. However, the Lease shall only become effective and binding against us when originally signed by us in one of our corporate offices. You agree that the only version of the Lease that is the original for all purposes is the version containing your fax signature and our original signature. If you elect to sign and transmit a Lease by fax, you waive notice of our acceptance of this Lease and receipt of a copy of the originally signed Lease.

PERSONAL GUARANTY

When we use the words you and your in this Guaranty, we mean the Guarantor(s) indicated below. When we use the words we, us and our in this Guaranty, we mean CIT TECHNOLOGY FINANCING SERVICES, INC. All other terms shall have the same meanings as used in the Lease. You guaranty that the Lessee will make all payments and perform all other obligations under the Lease until completed. Your obligations shall be non cancelable, continuing, direct and unconditional. You waive notice of Lessee's default, acceptance, demand and protest and you consent to any modifications to the Lease and/or release of any obligations. You are not entitled to subrogation. You shall not assign this Guaranty. This Guaranty shall be binding upon your permitted successors and assigns and inure to the benefit of our successors and assigns. If there is more than one Guarantor, your obligations are joint and several. You authorize us or any of our affiliates to obtain credit bureau reports regarding your credit and make other credit inquiries that we determine are necessary. THIS GUARANTY IS GOVERNED BY THE LAWS OF THE STATE OF NEW JERSEY. YOU CONSENT TO THE JURISDICTION OF ANY COURT LOCATED WITHIN NEW JERSEY. YOU EXPRESSLY WAIVE ANY RIGHT TO A TRIAL BY JURY.

Guarantor (Signature) X Turgay Korkmaz

Do not include title

Print Name: TURGAY KORKMAZDate 10-10-2005

Guarantor (Signature) _____

Do not include title

Print Name _____

Date _____

**Manifest Funding Services**

1450 Channel Parkway
Marshall, MN 56258
507-532-7770
800-433-6185 fax

**IMPORTANT CONTRACT INFORMATION
PLEASE READ CAREFULLY!!**

Riverwalk Education Foundation Inc
1450 Ne Loop 410
San Antonio, TX 78209

Contract number: 600-0049968-000

Originating Financer: Aci Financial Inc

Dear Riverwalk Education Foundation Inc,

Your contract with **Aci Financial Inc** will be serviced by U.S. Bancorp Manifest Funding Services. You will be billed in accordance with your agreement.

Insurance

Your agreement requires you to provide and maintain insurance coverage against all risks of loss for the equipment. Proof of insurance coverage can be faxed to 800-433-6185 attention "insurance" by your insurance agent. The certificate of insurance must list U.S. Bancorp Manifest Funding Services as loss payee and additional insured along with the contract number.

If proof of insurance is not provided, you will be enrolled in a property damage surcharge program and there will be a property damage surcharge on your second invoice, per the "collateral protection and insurance" paragraph of the agreement. In case of loss or damage, the property damage surcharge program will cover your existing financial obligation on the contract (excluding losses resulting from acts of God). This program will not pay for replacement of the equipment. You are responsible for paying all surcharges accrued before proof of insurance is received. **You remain responsible for liability insurance coverage on the equipment at all times.**

Titled Equipment

If you are financing titled equipment, it is your responsibility to ensure a properly transferred title is forwarded to Manifest Funding Services. Noncompliance will result in contract default status.

Payments

To ensure proper credit to your account, please return the remittance stub with the payment. Payments must arrive on or before the due date, or be subject to a late charge per your agreement.

Remit Payment to:

Manifest Funding Services
P.O. Box 790448
St. Louis, MO 63179-0448

Send Correspondence to
Manifest Funding Services
1450 Channel Parkway
Marshall, MN 56258

Direct questions to our customer service department at 507-532-7770 or email us at:

mfscustomerservice@manifestfunding.com

For additional equipment needs please contact Aci Financial Inc at 770-390-9400.



Tuesday, August 30, 2005

TURGAY KORKMAZ
RIVERWALK EDUCATION FOUNDATION INC DBA SCHOOL OF SCIENCE AND
TECHNOLOGY
1450 NE LOOP 410
SAN ANTONIO, TX 78209

RE: Equipment Finance Agreement # 11961

Dear TURGAY KORKMAZ:

On behalf of ACI FINANCIAL, INC., I want to welcome you as a customer of Pentech Funding Services. We hope that the equipment you have acquired under this Agreement will be of great benefit to your company. A copy of your Agreement is enclosed for your convenience. You will be receiving a monthly invoice for your payment of \$1,005.12 for a term of 36 months. Your next regularly scheduled payment will be due on 10/01/05.

Please note that in accordance with the provisions of paragraph 1 of the Agreement, if applicable you will receive a *one-time* charge for interim rent for the first partial month of the Agreement. This invoice will be sent to you in a few days and will be due upon receipt. All payments should be sent to:

Pentech Financial Services, Inc.
P.O. BOX 712320
CINCINNATI, OH 45271-2320

If you have additional equipment needs in the future, please contact your representative at ACI FINANCIAL, INC.. To ensure that ACI FINANCIAL, INC. will be able to accommodate your next financing requirement, please see that all payments are made promptly. If you have questions about this Agreement, please call our customer service department at 1.866.874.4835.

Lastly, as a reminder, as outlined in paragraph 10 of the Agreement, you have agreed to be responsible for all property taxes associated with the Equipment. Since this agreement is being treated as a financing for property tax purposes, please ensure that you declare the equipment to the appropriate property tax authorities and pay any property taxes directly to them.

Thank you again for becoming a customer of Pentech Funding Services. We hope to be an integral part of your growing business!

Sincerely,

Pentech Funding Services

ATTACHMENT M

START-UP BUDGET

(Start-Up budget template and calculations are attached)

Attachment (M) Start-Up Budget /

Question 8: The charter applicant provided the start-up budget; however, the required written calculations indicating how all budget entries were derived were not properly itemized as instructed in example 11.o of the charter application. The charter applicant should submit written calculations for all expenses included in the start-up budget indicating how all amounts were derived. Please refer to the example in 11.o of the charter application for instructions on written calculations.

 /

Response: Please see Attachment D for written calculation of start up budget.

APPROVED DURING CONTINGENCY PROCESS

~~ATTACHMENT D~~
Attachment M

**UPDATED WRITTEN CALCULATIONS
OF
START UP BUDGET**

ATTACHMENT

CALCULATIONS OF PROPOSED START- UP BUDGET

Revenues:

- Federal Start Up Grant: \$100,000 (from TEA)
- Loan: \$15,000 (from Riverwalk Education Foundation, Inc.)

Expenses:

- Payroll (line item 6100): Total \$26,301 is budgeted for payroll expenses. An administrator and an office clerk will be employed for four months to perform start up operations. Their salary schedule will be as follows:
 - Administrator: \$16,000
 - Secretary: \$8,000
 -
- Professional and contracted services (line item 6200): \$37,000 is budgeted under this line item (expenses due to plant operations). Major item is rent. \$25,000 is allocated to cover the cost of office space during the start up period (actual lease payment of the school facility will start in September 2008).
- Supplies and materials (line item 6300): \$39,000 is budgeted to cover the cost of equipment, furniture and supplies (capital expenditure and supplies).
- Other operating expenses (line item 6400): \$7,000 is allocated to other operation expenses.

CALCULATIONS OF PROPOSED START- UP BUDGET

Revenues:

- Federal Start Up Grant: \$100,000 (from TEA)
- Loan: \$15,000 (from Riverwalk Education Foundation, Inc.)

Expenses:

- Payroll (line item 6100): Total \$26,301 is budgeted for payroll expenses. An administrator and an office clerk will be employed for four months to perform start up operations. Their salary schedule will be as follows:
 - Administrator: \$16,000
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 -
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- Supplies and materials (line item 6300): \$39,000 is budgeted to cover the cost of equipment, furniture and supplies (capital expenditure and supplies).
- Other operating expenses (line item 6400): \$7,000 is allocated to other operation expenses.

**Application for an Open-Enrollment Charter School - Thirteenth Generation
Start Up Budget Template Instructions**

Instructions to complete start up budget template.

1. Enter the name of the sponsoring entity. Riverwalk Education Foundation, Inc.
2. Enter the name of the proposed charter school: School of Science and Technology Corpus Christi
3. Enter the date range for the proposed charter school's start up budget: 11/01/2007 to 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 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 - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

For the period	11/01/2007	to	08/31/2008	
	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 15,000	\$ -	\$ -	\$ 15,000
Total Estimated Revenues	\$ 100,000	\$ -	\$ -	\$ 100,000
Estimated Expenses:				
6100 Payroll Costs	26,301	-	-	26,301
6200 Professional and Contracted Services	37,000	-	-	37,000
6300 Supplies and Materials	39,000	-	-	39,000
6400 Other Operating Costs	7,000	-	-	7,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 109,301	\$ -	\$ -	\$ 109,301
Change in Net Assets	\$ (9,301)	\$ -	\$ -	\$ (9,301)
Net Assets at End of Year	\$ 5,699	\$ -	\$ -	\$ 5,699

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the period	11/01/2007	to	08/31/2008	
Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Loan from Riverwalk Education Foundation	15,000	-	-	15,000
[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.]	-	-	-	-
Net Assets at Beginning of Year	\$ 15,000	\$ -	\$ -	\$ 15,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the period

11/01/2007

to

08/31/2008

Description of Estimated Revenues	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Start-Up Funding	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.]	-	-	-	-
[Enter description here.]	-	-	-	-
Total Estimated Revenues	\$ 100,000	\$ -	\$ -	\$ 100,000

395

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the period

11/01/2007

to

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	16,000	-	-	16,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	-	-	-	-
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	8,000	-	-	8,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	840	-	-	840
6142 Group Health and Life Insurance	-	-	-	-
6143 Workers' Compensation	700	-	-	700
6145 Unemployment Compensation	344	-	-	344
6146 Teacher Retirement/TRS Care	417	-	-	417
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 26,301	\$ -	\$ -	\$ 26,301

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the period

11/01/2007

to

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	-	-	-	-
6212 Audit Services	-	-	-	-
6219 Professional Services	-	-	-	-
6221 Staff Tuition and Related Fees -- Higher Education	-	-	-	-
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	1,500	-	-	1,500
6249 Contracted Maintenance and Repair	2,500	-	-	2,500
6259 Utilities	8,000	-	-	8,000
6269 Rentals -- Operating Leases	25,000	-	-	25,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 37,000	\$ -	\$ -	\$ 37,000

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the period

11/01/2007

to

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	25,000	-	-	25,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	2,000	-	-	2,000
6339 Testing Materials	1,000	-	-	1,000
6341 Food	1,000	-	-	1,000
6342 Non-Food	1,500	-	-	1,500
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	2,000	-	-	2,000
6399 General Supplies	6,500	-	-	6,500
Total Supplies and Materials	\$ 39,000	\$ -	\$ -	\$ 39,000

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the period

11/01/2007

to

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	-	-	-	-
6412 Travel and Subsistence -- Students	-	-	-	-
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	2,500	-	-	2,500
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	4,500	-	-	4,500
Total Other Operating Costs	\$ 7,000	\$ -	\$ -	\$ 7,000

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the period

11/01/2007

to

08/31/2008

	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>\$ 109,301</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 109,301</u></u>

400

ATTACHMENT N

YEAR 1 BUDGET

(Escalating enrollment is planned. Therefore budgets templates and calculations for Year 1, Year 2, and Year 3 are attached)

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

CALCULATIONS OF PROPOSED YEAR 1 BUDGET

Revenues:

- Net assets carried from Start Up period: \$5,699
- Revenue from food sales: \$16,000
- Foundation School Program Act entitlements: \$1,995,000
 - Number of Students = 350
 - Approximate revenue per student= \$6,000
 - Attendance rate = 95%
 - Total FSP entitlements: 350 @ \$6000 @ 0.95= \$1,995,000
- Federal revenues: \$301,000
 - Start Up Continuation grant: \$150,000
 - NCLB grant: \$60,000
 - IDEA grant: \$30,000
 - NSLB program: \$61,000

Expenses:

- Payroll (line item 6100): Total \$1,208,100 is budgeted for payroll expenses. The salary schedule for staff will be as follows:

Position	Number	Salary	Total
Superintendent	1	\$66,000	\$66,000
Assistant Principal	3	\$47,000	\$141,000
Secretary	1	\$24,000	\$24,000
Nurse	1	\$26,000	\$26,000
PEIMS coordinator	1	\$33,000	\$33,000
Custodian	1	\$22,000	\$22,000
Teachers	17	\$35,000	\$595,000
Sp. Ed teacher	1	\$37,000	\$37,000
ESL teacher	1	\$37,000	\$37,000
Teacher Aides	2	\$24,000	\$48,000
TOTAL			\$1,029,000

- Professional and contracted services (line item 6200): \$605,000 is budgeted under this line item. Major item is rent. \$360,000 (monthly \$30,000 rent) is allocated to cover the cost of learning space. \$40,000 is budgeted to cover lease payments for equipment and furniture. \$30,000 is budgeted under professional services to cover expenses related to professional development activities, contracted services for special student population, and other special programs.
- Supplies and materials (line item 6300): \$232,000 is budgeted to cover the cost of instructional supplies, as well as other supplies and equipment for plant operations.
- Other operating expenses (line item 6400): \$66,000 is allocated under other operation expenses.

Attachment (N) Budget for Year One of Operation

Question 9: The charter applicant provided budgets for Years One, Two, and Three of operation; however, the required written calculations indicating how all budget entries were derived were not properly itemized as instructed in example 11.p of the charter application. If approved for a charter, the charter applicant should submit written calculations for all revenues and expenses included in the budgets for Years One, Two, and Three, indicating how the amounts were derived. Please refer to the example in 11.p of the charter application for instructions on written calculations.

Response: Please see Attachments E, F, and G for written calculations of Year 1, 2, and 3 budgets respectively.

Attachment (N) Budget for Year One of Operation

Question 10: The budgeted revenues for Year One of operations include \$1,995,000 for the Foundation School Program Act Entitlements. However, it appears the charter applicant budgeted all students as full day eligibility code 1. Section VII, (5-2) of the *Student Attendance Accounting Handbook (SAAH)* states, "PK classes shall operate on a half-day basis TEC §29.153(c). Students who meet eligibility requirements for the PK programs should be coded eligible half-day (ADA eligibility code 2)." "NOTE: School districts/campuses who apply and are approved for the PK Expansion Grant Program may report PK eligible students as ADA Eligibility Code I-Full Day if the students are scheduled for at least six hours (360 minutes) of instruction each day." Does the proposed charter school intend to apply for the PK Expansion Grant?

Response: The school shall apply for PK Expansion Grant.

Attachment (N) Budget for Year One of Operation

Question 11: The application coversheet and Section 3.d indicated that the proposed charter school will offer a Kindergarten Program. Section III, (6), of the *SAAH* states in part, "Districts that offer half-day kindergarten programs may not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance." Will the proposed charter school offer a full-day Kindergarten Program?

Response: The school will offer a full-day Kindergarten program.

Attachment (N) Budget for Year One of Operation

Question 12: The first year budget assumptions indicate a planned enrollment of 350 students. Using the 15:1 student/teacher ratio (1.b), the projected teacher requirement will be approximately 23. The amount budgeted in Attachment N is for 19 teachers which includes an ESL and a Special Education teacher.

The year 2 budget assumptions indicate a planned enrollment of 550 students. Using the 15:1 student/teacher ratio (1.b), the projected teacher requirement will be approximately 37. The amount budgeted in Attachment N is for 27 teachers which includes 3 certified ESL and Special Education teachers.

The year 3 budget assumptions indicate a planned enrollment of 700 students. Using the 15:1 student/teacher ratio (1.b), the projected teacher requirement will be approximately 47. The amount budgeted in Attachment N is for 41 teachers which includes 3 certified ESL and Special Education teachers.

Please provide an explanation for these discrepancies.

Response: Please see updated budgets of Year 1, 2, and 3 (Attachments A, B, and C respectively) and written calculations of Year 1, 2, and 3 budgets (Attachments E, F, and G respectively).

Application for an Open-Enrollment Charter School - Thirteenth 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.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Pages = 12
Pages
Required

Application for an Open-Enrollment Charter School - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 5,699	\$ -	\$ -	\$ 5,699
Estimated Revenues:				
5700 Local Sources	16,000	-	-	16,000
5800 State Sources	1,995,000	-	-	1,995,000
5900 Federal Sources	301,000	-	-	301,000
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 2,312,000	\$ -	\$ -	\$ 2,312,000
Estimated Expenses:				
6100 Payroll Costs	1,201,100	-	-	1,201,100
6200 Professional and Contracted Services	605,000	-	-	605,000
6300 Supplies and Materials	232,000	-	-	232,000
6400 Other Operating Costs	66,000	-	-	66,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 2,104,100	\$ -	\$ -	\$ 2,104,100
Change in Net Assets	\$ 207,900	\$ -	\$ -	\$ 207,900
Net Assets at End of Year	\$ 213,599	\$ -	\$ -	\$ 213,599

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	5,699	-	-	5,699
[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>\$ 5,699</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,699</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Local Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	16,000	-	-	16,000
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	\$ 16,000	\$ -	\$ -	\$ 16,000

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated State Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	1,995,000	-	-	1,995,000
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	<u>\$ 1,995,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,995,000</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Federal Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	6,000	-	-	6,000
5922	National School Lunch Program	55,000	-	-	55,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	60,000	-	-	60,000
	IDEA Grants	30,000	-	-	30,000
	Start-Up Funding	150,000	-	-	150,000
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>\$ 301,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 301,000</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues from Other Sources

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	25,000	-	-	25,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	924,000	-	-	924,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	105,000	-	-	105,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	31,000	-	-	31,000
6142 Group Health and Life Insurance	26,000	-	-	26,000
6143 Workers' Compensation	12,500	-	-	12,500
6145 Unemployment Compensation	5,600	-	-	5,600
6146 Teacher Retirement/TRS Care	72,000	-	-	72,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 1,201,100	\$ -	\$ -	\$ 1,201,100

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	10,000	-	-	10,000
6212 Audit Services	10,000	-	-	10,000
6219 Professional Services	30,000	-	-	30,000
6221 Staff Tuition and Related Fees -- Higher Education	10,000	-	-	10,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	30,000	-	-	30,000
6249 Contracted Maintenance and Repair	50,000	-	-	50,000
6259 Utilities	65,000	-	-	65,000
6269 Rentals -- Operating Leases	400,000	-	-	400,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 605,000	\$ -	\$ -	\$ 605,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	45,000	-	-	45,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	15,000	-	-	15,000
6339 Testing Materials	10,000	-	-	10,000
6341 Food	13,000	-	-	13,000
6342 Non-Food	5,000	-	-	5,000
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	4,000	-	-	4,000
6399 General Supplies	140,000	-	-	140,000
Total Supplies and Materials	\$ 232,000	\$ -	\$ -	\$ 232,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	6,000	-	-	6,000
6412 Travel and Subsistence -- Students	10,000	-	-	10,000
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	35,000	-	-	35,000
Total Other Operating Costs	<u>\$ 66,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 66,000</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 - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	\$ 2,104,100	\$ -	\$ -	\$ 2,104,100

APPROVED DURING CONTINGENCY PROCESS

NEXT
12
pages
replaces
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ATTACHMENT A

UPDATED YEAR 1 BUDGET

Application for an Open-Enrollment Charter School - Thirteenth Generation

Budget Template Instructions

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:

Riverwalk Education Foundation, Inc.
2. Enter the name of the proposed charter school:

School of Science and Technology Corpus Christi
3. Enter the date of the fiscal year end:

08/31/2009
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 - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 5,699	\$ -	\$ -	\$ 5,699
Estimated Revenues:				
5700 Local Sources	16,000	-	-	16,000
5800 State Sources	2,161,250	-	-	2,161,250
5900 Federal Sources	301,000	-	-	301,000
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 2,478,250	\$ -	\$ -	\$ 2,478,250
Estimated Expenses:				
6100 Payroll Costs	1,330,500	-	-	1,330,500
6200 Professional and Contracted Services	605,000	-	-	605,000
6300 Supplies and Materials	232,000	-	-	232,000
6400 Other Operating Costs	66,000	-	-	66,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 2,233,500	\$ -	\$ -	\$ 2,233,500
Change in Net Assets	\$ 244,750	\$ -	\$ -	\$ 244,750
Net Assets at End of Year	\$ 250,449	\$ -	\$ -	\$ 250,449

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	5,699	-	-	5,699
[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>\$ 5,699</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 5,699</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Local Revenues

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	16,000	-	-	16,000
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	<u>\$ 16,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 16,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated State Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	2,161,250	-	-	2,161,250
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	<u>\$ 2,161,250</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,161,250</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Federal Revenues

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	6,000	-	-	6,000
5922	National School Lunch Program	55,000	-	-	55,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	60,000	-	-	60,000
	IDEA Grants	30,000	-	-	30,000
	Start-Up Funding	150,000	-	-	150,000
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>\$ 301,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 301,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues from Other Sources

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

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	\$ -	\$ -	\$ -	\$ -

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	25,000	-	-	25,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	1,040,000	-	-	1,040,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	105,000	-	-	105,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	32,500	-	-	32,500
6142 Group Health and Life Insurance	28,500	-	-	28,500
6143 Workers' Compensation	14,500	-	-	14,500
6145 Unemployment Compensation	7,000	-	-	7,000
6146 Teacher Retirement/TRS Care	78,000	-	-	78,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 1,330,500	\$ -	\$ -	\$ 1,330,500

> 1,145,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	10,000	-	-	10,000
6212 Audit Services	10,000	-	-	10,000
6219 Professional Services	30,000	-	-	30,000
6221 Staff Tuition and Related Fees -- Higher Education	10,000	-	-	10,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	30,000	-	-	30,000
6249 Contracted Maintenance and Repair	50,000	-	-	50,000
6259 Utilities	65,000	-	-	65,000
6269 Rentals -- Operating Leases	400,000	-	-	400,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 605,000	\$ -	\$ -	\$ 605,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	45,000	-	-	45,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	15,000	-	-	15,000
6339 Testing Materials	10,000	-	-	10,000
6341 Food	13,000	-	-	13,000
6342 Non-Food	5,000	-	-	5,000
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	4,000	-	-	4,000
6399 General Supplies	140,000	-	-	140,000
Total Supplies and Materials	<u>\$ 232,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 232,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	6,000	-	-	6,000
6412 Travel and Subsistence -- Students	10,000	-	-	10,000
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	35,000	-	-	35,000
Total Other Operating Costs	<u>\$ 66,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 66,000</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 - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2009

	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	\$ 2,233,500	\$ -	\$ -	\$ 2,233,500

YEAR 2 BUDGET

CALCULATIONS OF PROPOSED YEAR 2 BUDGET

Revenues:

- Net assets carried from Year 1: \$213,599
- Revenue from food sales: \$25,000
- Foundation School Program Act entitlements: \$1,995,000
 - Number of Students = 550
 - Approximate revenue per student= \$6,000
 - Attendance rate = 95%
 - Total FSP entitlements: 550 @ \$6000 @ 0.95= \$3,135,000
- Federal revenues: \$336,000
 - Start Up Continuation grant: \$100,000
 - NCLB grant: \$94,000
 - IDEA grant: \$47,000
 - NSLB program: \$95,000

Expenses:

- Payroll (line item 6100): Total \$1,858,100 is budgeted for payroll expenses. The salary schedule for staff will be as follows:

Position	Number	Salary	Total
Superintendent	1	\$69,000	\$69,000
Assistant Principal	4	\$50,000	\$200,000
Secretary	2	\$26,000	\$52,000
Nurse	1	\$28,000	\$28,000
PEIMS coordinator	1	\$35,000	\$35,000
Custodian	2	\$23,000	\$46,000
Teachers	24	\$36,500	\$949,000
Sp. Ed teacher	2	\$39,000	\$78,000
ESL teacher	1	\$39,000	\$39,000
Teacher Aides	4	\$24,000	\$96,000
TOTAL			\$1,592,000

- Professional and contracted services (line item 6200): \$883,000 is budgeted under this line item. Major item is rent. \$432,000 (monthly \$36,000 rent) is allocated to cover the cost of learning space. \$70,000 is budgeted to cover lease payments for equipment and furniture. \$55,000 is budgeted under professional services to cover expenses related to professional development activities, contracted services for special student population, and other special programs.
- Supplies and materials (line item 6300): \$360,500 is budgeted to cover the cost of instructional supplies, as well as other supplies and equipment for plant operations.
- Other operating expenses (line item 6400): \$102,000 is allocated under other operation expenses.

**Application for an Open-Enrollment Charter School - Thirteenth Generation
Budget Template Instructions**

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:

Riverwalk Education Foundation, Inc.
2. Enter the name of the proposed charter school:

School of Science and Technology Corpus Christi
3. Enter the date of the fiscal year end:

08/31/2010
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.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

These
12 pages
replaced

Application for an Open-Enrollment Charter School - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 213,599	\$ -	\$ -	\$ 213,599
Estimated Revenues:				
5700 Local Sources	25,000	-	-	25,000
5800 State Sources	3,135,000	-	-	3,135,000
5900 Federal Sources	336,000	-	-	336,000
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 3,496,000	\$ -	\$ -	\$ 3,496,000
Estimated Expenses:				
6100 Payroll Costs	1,858,100	-	-	1,858,100
6200 Professional and Contracted Services	883,000	-	-	883,000
6300 Supplies and Materials	360,500	-	-	360,500
6400 Other Operating Costs	102,000	-	-	102,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 3,203,600	\$ -	\$ -	\$ 3,203,600
Change in Net Assets	\$ 292,400	\$ -	\$ -	\$ 292,400
Net Assets at End of Year	\$ 505,999	\$ -	\$ -	\$ 505,999

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi
 Budget for the Fiscal Year Ended

08/31/2010

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	213,599	-	-	213,599
[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>\$ 213,599</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 213,599</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Local Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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	25,000	-	-	25,000
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	<u>\$ 25,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 25,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated State Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	3,135,000	-	-	3,135,000
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	<u>\$ 3,135,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,135,000</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Federal Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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	9,000	-	-	9,000
5922	National School Lunch Program	86,000	-	-	86,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	94,000	-	-	94,000
	IDEA Grants	47,000	-	-	47,000
	Start-Up Funding	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	\$ 336,000	\$ -	\$ -	\$ 336,000

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues from Other Sources

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	40,000	-	-	40,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	1,431,000	-	-	1,431,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	161,000	-	-	161,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	48,000	-	-	48,000
6142 Group Health and Life Insurance	40,000	-	-	40,000
6143 Workers' Compensation	19,500	-	-	19,500
6145 Unemployment Compensation	8,600	-	-	8,600
6146 Teacher Retirement/TRS Care	110,000	-	-	110,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	\$ 1,858,100	\$ -	\$ -	\$ 1,858,100

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	16,000	-	-	16,000
6212 Audit Services	20,000	-	-	20,000
6219 Professional Services	55,000	-	-	55,000
6221 Staff Tuition and Related Fees -- Higher Education	30,000	-	-	30,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	50,000	-	-	50,000
6249 Contracted Maintenance and Repair	100,000	-	-	100,000
6259 Utilities	110,000	-	-	110,000
6269 Rentals -- Operating Leases	502,000	-	-	502,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 883,000	\$ -	\$ -	\$ 883,000

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	75,000	-	-	75,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	25,000	-	-	25,000
6339 Testing Materials	17,000	-	-	17,000
6341 Food	20,000	-	-	20,000
6342 Non-Food	7,000	-	-	7,000
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	6,500	-	-	6,500
6399 General Supplies	210,000	-	-	210,000
Total Supplies and Materials	\$ 360,500	\$ -	\$ -	\$ 360,500

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	10,000	-	-	10,000
6412 Travel and Subsistence -- Students	17,000	-	-	17,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	25,000	-	-	25,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	50,000	-	-	50,000
Total Other Operating Costs	\$ 102,000	\$ -	\$ -	\$ 102,000
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	\$ -	\$ -	\$ -	\$ -

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	\$ 3,203,600	\$ -	\$ -	\$ 3,203,600

428
82h

APPROVED DURING CONTINGENCY PROCESS

12
PAGES
Follow

ATTACHMENT B

UPDATED YEAR 2 BUDGET

Application for an Open-Enrollment Charter School - Thirteenth Generation

Budget Template Instructions

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:

Riverwalk Education Foundation, Inc.
2. Enter the name of the proposed charter school:

School of Science and Technology Corpus Christi
3. Enter the date of the fiscal year end:

08/31/2010
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 - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 250,449	\$ -	\$ -	\$ 250,449
Estimated Revenues:				
5700 Local Sources	25,000	-	-	25,000
5800 State Sources	3,396,250	-	-	3,396,250
5900 Federal Sources	336,000	-	-	336,000
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 3,757,250	\$ -	\$ -	\$ 3,757,250
Estimated Expenses:				
6100 Payroll Costs	2,222,000	-	-	2,222,000
6200 Professional and Contracted Services	883,000	-	-	883,000
6300 Supplies and Materials	360,500	-	-	360,500
6400 Other Operating Costs	102,000	-	-	102,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 3,567,500	\$ -	\$ -	\$ 3,567,500
Change in Net Assets	\$ 189,750	\$ -	\$ -	\$ 189,750
Net Assets at End of Year	\$ 440,199	\$ -	\$ -	\$ 440,199

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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	250,449	-	-	250,449
[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>\$ 250,449</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 250,449</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Local Revenues

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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	25,000	-	-	25,000
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	<u>\$ 25,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 25,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated State Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	3,396,250	-	-	3,396,250
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	<u>\$ 3,396,250</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,396,250</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Federal Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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	9,000	-	-	9,000
5922	National School Lunch Program	86,000	-	-	86,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	94,000	-	-	94,000
	IDEA Grants	47,000	-	-	47,000
	Start-Up Funding	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>\$ 336,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 336,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues from Other Sources

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

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	\$ -	\$ -	\$ -	\$ -

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	40,000	-	-	40,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	1,723,000	-	-	1,723,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	161,000	-	-	161,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	56,000	-	-	56,000
6142 Group Health and Life Insurance	49,000	-	-	49,000
6143 Workers' Compensation	25,000	-	-	25,000
6145 Unemployment Compensation	23,000	-	-	23,000
6146 Teacher Retirement/TRS Care	145,000	-	-	145,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	<u>\$ 2,222,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,222,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	16,000	-	-	16,000
6212 Audit Services	20,000	-	-	20,000
6219 Professional Services	55,000	-	-	55,000
6221 Staff Tuition and Related Fees -- Higher Education	30,000	-	-	30,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	50,000	-	-	50,000
6249 Contracted Maintenance and Repair	100,000	-	-	100,000
6259 Utilities	110,000	-	-	110,000
6269 Rentals -- Operating Leases	502,000	-	-	502,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	<u>\$ 883,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 883,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	75,000	-	-	75,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	25,000	-	-	25,000
6339 Testing Materials	17,000	-	-	17,000
6341 Food	20,000	-	-	20,000
6342 Non-Food	7,000	-	-	7,000
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	6,500	-	-	6,500
6399 General Supplies	210,000	-	-	210,000
Total Supplies and Materials	<u>\$ 360,500</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 360,500</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	10,000	-	-	10,000
6412 Travel and Subsistence -- Students	17,000	-	-	17,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	25,000	-	-	25,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	50,000	-	-	50,000
Total Other Operating Costs	<u>\$ 102,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 102,000</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 - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2010

	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	\$ 3,567,500	\$ -	\$ -	\$ 3,567,500

YEAR 3 BUDGET

CALCULATIONS OF PROPOSED YEAR 3 BUDGET

Revenues:

- Net assets carried from Year 2: \$505,999
- Revenue from food sales: \$32,000
- Foundation School Program Act entitlements: \$1,995,000
 - Number of Students = 700
 - Approximate revenue per student= \$6,000
 - Attendance rate = 95%
 - Total FSP entitlements: 700 @ \$6000 @ 0.95= \$3,990,000
- Federal revenues: \$451,500
 - Start Up Continuation grant: \$150,000
 - NCLB grant: \$120,000
 - IDEA grant: \$60,000
 - NSLB program: \$121,500

Expenses:

- Payroll (line item 6100): Total \$2,716,000 is budgeted for payroll expenses. The salary schedule for staff will be as follows:

Position	Number	Salary	Total
Superintendent	1	\$75,000	\$75,000
Assistant Principal	5	\$53,000	\$265,000
Secretary	3	\$28,000	\$84,000
Nurse	2	\$31,000	\$62,000
PEIMS coordinator	1	\$37,000	\$37,000
Custodian	3	\$25,000	\$75,000
Teachers	36	\$38,500	\$1,386,000
Sp. Ed teacher	3	\$40,000	\$120,000
ESL teacher	2	\$40,000	\$80,000
Teacher Aides	6	\$25,000	\$150,000
TOTAL			\$2,334,000

- Professional and contracted services (line item 6200): \$1,119,000 is budgeted under this line item. Major item is rent. \$540,000 (monthly \$45,000 rent) is allocated to cover the cost of learning space. \$90,000 is budgeted to cover lease payments for equipment and furniture. \$70,000 is budgeted under professional services to cover expenses related to professional development activities, contracted services for special student population, and other special programs.
- Supplies and materials (line item 6300): \$441,300 is budgeted to cover the cost of instructional supplies, as well as other supplies and equipment for plant operations.
- Other operating expenses (line item 6400): \$135,000 is allocated under other operation expenses.

Application for an Open-Enrollment Charter School - Thirteenth Generation
Budget Template Instructions

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:

Riverwalk Education Foundation, Inc.
2. Enter the name of the proposed charter school:

School of Science and Technology Corpus Christi
3. Enter the date of the fiscal year end:

08/31/2011
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.

REVISED DURING CONTINGENCY PROCESS.
SEE INSERT.

Application for an Open-Enrollment Charter School - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 505,999	\$ -	\$ -	\$ 505,999
Estimated Revenues:				
5700 Local Sources	32,000	-	-	32,000
5800 State Sources	3,990,000	-	-	3,990,000
5900 Federal Sources	451,500	-	-	451,500
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 4,473,500	\$ -	\$ -	\$ 4,473,500
Estimated Expenses:				
6100 Payroll Costs	2,716,000	-	-	2,716,000
6200 Professional and Contracted Services	1,119,000	-	-	1,119,000
6300 Supplies and Materials	441,300	-	-	441,300
6400 Other Operating Costs	135,000	-	-	135,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 4,411,300	\$ -	\$ -	\$ 4,411,300
Change in Net Assets	\$ 62,200	\$ -	\$ -	\$ 62,200
Net Assets at End of Year	\$ 568,199	\$ -	\$ -	\$ 568,199

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	505,999	-	-	505,999
[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>\$ 505,999</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 505,999</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Local Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	32,000	-	-	32,000
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	<u>\$ 32,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 32,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated State Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	3,990,000	-	-	3,990,000
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	<u>\$ 3,990,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,990,000</u>

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Federal Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	11,500	-	-	11,500
5922	National School Lunch Program	110,000	-	-	110,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	120,000	-	-	120,000
	IDEA Grants	60,000	-	-	60,000
	Start-Up Funding	150,000	-	-	150,000
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	\$ 451,500	\$ -	\$ -	\$ 451,500

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues from Other Sources

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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 - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	50,000	-	-	50,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	2,076,000	-	-	2,076,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	258,000	-	-	258,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	70,000	-	-	70,000
6142 Group Health and Life Insurance	59,000	-	-	59,000
6143 Workers' Compensation	29,000	-	-	29,000
6145 Unemployment Compensation	13,000	-	-	13,000
6146 Teacher Retirement/TRS Care	161,000	-	-	161,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	<u>\$ 2,716,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,716,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	20,000	-	-	20,000
6212 Audit Services	25,000	-	-	25,000
6219 Professional Services	70,000	-	-	70,000
6221 Staff Tuition and Related Fees -- Higher Education	40,000	-	-	40,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	64,000	-	-	64,000
6249 Contracted Maintenance and Repair	130,000	-	-	130,000
6259 Utilities	140,000	-	-	140,000
6269 Rentals -- Operating Leases	630,000	-	-	630,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	\$ 1,119,000	\$ -	\$ -	\$ 1,119,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	95,000	-	-	95,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	32,000	-	-	32,000
6339 Testing Materials	22,000	-	-	22,000
6341 Food	25,000	-	-	25,000
6342 Non-Food	9,000	-	-	9,000
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	8,300	-	-	8,300
6399 General Supplies	250,000	-	-	250,000
Total Supplies and Materials	\$ 441,300	\$ -	\$ -	\$ 441,300

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Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	15,000	-	-	15,000
6412 Travel and Subsistence -- Students	23,000	-	-	23,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	32,000	-	-	32,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	65,000	-	-	65,000
Total Other Operating Costs	<u>\$ 135,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 135,000</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 - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	\$ 4,411,300	\$ -	\$ -	\$ 4,411,300

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APPROVED DURING CONTINGENCY PROCESS

ATTACHMENT C

UPDATED YEAR 3 BUDGET

Application for an Open-Enrollment Charter School - Thirteenth Generation

Budget Template Instructions

Instructions to complete budget template.

1. Enter the name of the sponsoring entity:

Riverwalk Education Foundation, Inc.
2. Enter the name of the proposed charter school:

School of Science and Technology Corpus Christi
3. Enter the date of the fiscal year end:

08/31/2011
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 - Thirteenth Generation
Summary of Estimated Revenues and Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Net Assets at Beginning of Year	\$ 440,199	\$ -	\$ -	\$ 440,199
Estimated Revenues:				
5700 Local Sources	32,000	-	-	32,000
5800 State Sources	4,322,500	-	-	4,322,500
5900 Federal Sources	451,500	-	-	451,500
Other Sources	-	-	-	-
Total Estimated Revenues	\$ 4,806,000	\$ -	\$ -	\$ 4,806,000
Estimated Expenses:				
6100 Payroll Costs	2,954,000	-	-	2,954,000
6200 Professional and Contracted Services	1,119,000	-	-	1,119,000
6300 Supplies and Materials	441,300	-	-	441,300
6400 Other Operating Costs	135,000	-	-	135,000
6500 Debt Expense	-	-	-	-
Other Expenses	-	-	-	-
Total Estimated Expenses	\$ 4,649,300	\$ -	\$ -	\$ 4,649,300
Change in Net Assets	\$ 156,700	\$ -	\$ -	\$ 156,700
Net Assets at End of Year	\$ 596,899	\$ -	\$ -	\$ 596,899

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Net Assets at Beginning of Year

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	440,199	-	-	440,199
[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>\$ 440,199</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 440,199</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Local Revenues

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	32,000	-	-	32,000
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	\$ 32,000	\$ -	\$ -	\$ 32,000

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated State Revenues

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

Revenue Code	Description of Net Assets	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
5811	Per Capita Apportionment	-	-	-	-
5812	Foundation School Program Act Entitlements	4,322,500	-	-	4,322,500
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	<u>\$ 4,322,500</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,322,500</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Federal Revenues

Riverwalk Education Foundation, Inc.
School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	11,500	-	-	11,500
5922	National School Lunch Program	110,000	-	-	110,000
5923	United States Department of Agriculture (USDA) Donated Commodities	-	-	-	-
5929	Federal Revenues Distributed by Texas Education Agency				
	NCLB Grants	120,000	-	-	120,000
	IDEA Grants	60,000	-	-	60,000
	Start-Up Funding	150,000	-	-	150,000
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>\$ 451,500</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 451,500</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Revenues from Other Sources

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

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	\$ -	\$ -	\$ -	\$ -

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	50,000	-	-	50,000
6119 Salaries or Wages -- Teachers and Other Professional Personnel	2,276,000	-	-	2,276,000
6121 Extra Duty Pay/Overtime -- Support Personnel	-	-	-	-
6129 Salaries or Wages for Support Personnel	258,000	-	-	258,000
6139 Employee Allowances	-	-	-	-
6141 Social Security/Medicare	77,000	-	-	77,000
6142 Group Health and Life Insurance	65,000	-	-	65,000
6143 Workers' Compensation	32,000	-	-	32,000
6145 Unemployment Compensation	15,000	-	-	15,000
6146 Teacher Retirement/TRS Care	181,000	-	-	181,000
6149 Employee Benefits	-	-	-	-
Total Payroll Costs	<u>\$ 2,954,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 2,954,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	Unrestricted Net Assets	Temporarily Restricted Net Assets	Permanently Restricted Net Assets	Total Net Assets
Estimated Expenses:				
6200 Professional and Contracted Services				
6211 Legal Services	20,000	-	-	20,000
6212 Audit Services	25,000	-	-	25,000
6219 Professional Services	70,000	-	-	70,000
6221 Staff Tuition and Related Fees -- Higher Education	40,000	-	-	40,000
6222 Student Tuition -- Public Schools	-	-	-	-
6223 Student Tuition -- Other than Public Schools	-	-	-	-
6229 Tuition and Transfer Payments	-	-	-	-
6239 Education Service Center Services	64,000	-	-	64,000
6249 Contracted Maintenance and Repair	130,000	-	-	130,000
6259 Utilities	140,000	-	-	140,000
6269 Rentals -- Operating Leases	630,000	-	-	630,000
6299 Miscellaneous Contracted Services	-	-	-	-
Total Professional and Contracted Services	<u>\$ 1,119,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,119,000</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	95,000	-	-	95,000
6321 Textbooks	-	-	-	-
6329 Reading Materials	32,000	-	-	32,000
6339 Testing Materials	22,000	-	-	22,000
6341 Food	25,000	-	-	25,000
6342 Non-Food	9,000	-	-	9,000
6343 Items for Sale	-	-	-	-
6344 USDA Donated Commodities	-	-	-	-
6349 Food Service Supplies	8,300	-	-	8,300
6399 General Supplies	250,000	-	-	250,000
Total Supplies and Materials	<u>\$ 441,300</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 441,300</u>

Application for an Open-Enrollment Charter School - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	15,000	-	-	15,000
6412 Travel and Subsistence -- Students	23,000	-	-	23,000
6413 Stipends -- Non-Employees	-	-	-	-
6419 Travel and Subsistence -- Non-Employees	-	-	-	-
6429 Insurance and Bonding Costs	32,000	-	-	32,000
6449 Depreciation Expense	-	-	-	-
6494 Reclassified Transportation Expenses	-	-	-	-
6499 Miscellaneous Operating Costs	65,000	-	-	65,000
Total Other Operating Costs	<u>\$ 135,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 135,000</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 - Thirteenth Generation
Schedule of Estimated Expenses

Riverwalk Education Foundation, Inc.
 School of Science and Technology Corpus Christi

Budget for the Fiscal Year Ended

08/31/2011

	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	\$ 4,649,300	\$ -	\$ -	\$ 4,649,300

CALCULATIONS OF PROPOSED YEAR 3 BUDGET

Revenues:

- Net assets carried from Year 2: \$440,199
- Revenue from food sales: \$32,000
- Foundation School Program Act entitlements: \$4,322,500
 - Number of Students = 700
 - Approximate revenue per student = \$6,500
 - Attendance rate = 95%
 - Total FSP entitlements: $700 @ \$6,500 @ 0.95 = \$4,322,500$
- Federal revenues: \$451,500
 - Start Up Continuation grant: \$150,000
 - NCLB grant: \$120,000
 - IDEA grant: \$60,000
 - NSLB program: \$121,500

Expenses:

- Payroll (line item 6100): Total \$2,954,000 is budgeted for payroll expenses. The salary schedule for staff will be as follows:

Position	Number	Salary	Total
Superintendent	1	\$75,000	\$75,000
Assistant Principal	5	\$53,000	\$265,000
Secretary	3	\$28,000	\$84,000
Nurse	2	\$31,000	\$62,000
PEIMS coordinator	1	\$37,000	\$37,000
Custodian	3	\$25,000	\$75,000
Teachers	42	\$38,500	\$1,617,000
Sp. Ed teacher	3	\$40,000	\$120,000
ESL teacher	2	\$40,000	\$80,000
Teacher Aides	6	\$25,000	\$150,000
TOTAL			\$2,534,000

> 712

- Professional and contracted services (line item 6200): \$1,119,000 is budgeted under this line item. Major item is rent. \$540,000 (monthly \$45,000 rent) is allocated to cover the cost of learning space. \$90,000 is budgeted to cover lease payments for equipment and furniture. \$70,000 is budgeted under professional services to cover expenses related to professional development activities, contracted services for special student population, and other special programs.
- Supplies and materials (line item 6300): \$441,300 is budgeted to cover the cost of instructional supplies, as well as other supplies and equipment for plant operations.
- Other operating expenses (line item 6400): \$135,000 is allocated under other operation expenses.

ATTACHMENT O

NEGOTIATED SERVICE AGREEMENTS

(Education Service Center, Region 2 has been contacted in regards to receiving accounting and PEIMS services. Interlocal Agreement and schedule of PEIMS services are attached)

Attachment (O) Negotiated Service Agreement

Question 13: If the charter application is approved, please provide a copy of the signed negotiated service agreement with Region XX Education Service Center.

Response: The account keeping and other financial services will be provided by the Cosmos Foundation Central Office.



RSCCC 2008-2009 Commitment-Charter School

Business (done at ESC)

Description	Price	Quantity	Total
* Annual Software	\$ 2,275.70		\$ -
Business Consultant Processing/Reports	\$ 687.23		\$ -
Business Total			\$ -

Student (done at ESC)

Description	Price	Quantity	Total
* Annual Software	\$ 2,275.70	1	\$ 2,275.70
Student Consultant Processing/Reports	\$ 687.23	6	\$ 4,123.35
Student Total			\$ 6,399.05

Per Campus Charge	\$ 206.11	1	\$ 206.11

PEIMS

Annual Fee	\$ 2,275.70	1	\$ 2,275.70

PEIMS is mandatory for schools with commitment to either system (billed once/district)

District Total			\$ 8,880.85

Authorization Signature

Date

Title

ATTACHMENT P

NEGOTIATED LEASE AGREEMENTS, DEEDS TO PROPERTY, EARNEST MONEY CONTRACTS, or PURCHASE AGREEMENTS

(No building has been identified yet. The Riverwalk Education Foundation will finalize the leasing process of the school building immediately upon the approval of charter. It will then forward the lease agreement of the facility to the State Board of Education. Thus, no lease agreement is provided herein).

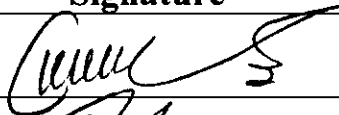
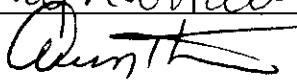
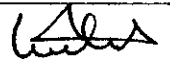
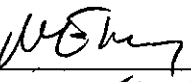
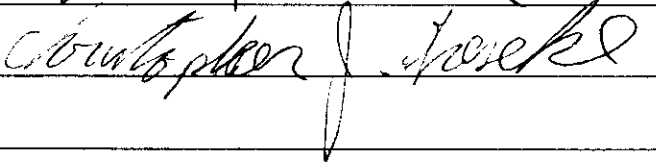
Attachment (P) Negotiated Lease Agreement

Question 14: The charter applicant indicates on page 490 of the charter application that a building has been identified yet and that the Riverwalk Education Foundation will finalize the leasing process of the school building immediately upon the approval of a charter. If the charter applicant is approved for a charter, the following items must be submitted:

- a. The negotiated lease agreement, deeds to property, earnest money contracts or purchase agreements as required in Attachment P and section 11.bb of the charter application.
- b. Discuss why the site will be a suitable facility for the proposed charter school as required in section 11.x of the charter application.
- c. Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations as required in section 11.z of the charter application. Identify the dollar amounts or any renovations and repairs.

Response: Riverwalk Education Foundation has been searching for a school building. Once a final decision is made regarding the school building, the information requested above will be provided.

Texas Education Agency
Division of Charter Schools
Generation 13 Applicant Interview
School of Science and Technology-Corpus Christi
School of Science and Technology-Discovery
Riverwalk Education Foundation, Inc.
Thursday, September, 13, 2007

Please Print Name	Title	Signature
Turgay Korkmaz	Board President	
Bulent Dogar	Assistant Principal	
Amy E. Harrabee	Dept. Chair, English	Amy Harrabee
DR. ARCHIE WORTHAM	Asst Professor of Speech	
Kamil Yilmaz	Research Assoc.	
Metin Ekren	Principal	
Christopher J. Gieseke	Vice Principal	

**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

<u>Corpus Christi Montessori</u> (District/Charter School Name) <u>1377411 3530 Gallahan Rd, Corpus Christi, TX</u> (District/Charter School Address) <u>Virginia Esquivel</u> (Print Superintendent's Name) <u>Virginia Esquivel</u> (Signature of Superintendent) <u>April 3 2007</u> (Date)	<u>178-807</u> (County-District Identification Number) <u>Thomas Gray</u> (Print Board President's Name) <u>[Signature]</u> (Signature of Board President) <u>4/3/07</u> (Phone Number)

Application Coversheet

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Name of Sponsoring Entity: RIVERWALK EDUCATION FOUNDATION INC.

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 University

Chairperson of Governing Body of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO/Superintendent of Proposed Charter School: KEMAL NAMVER, M.S. (INTERIM)

Representative Who Attended an Applicant Conference: Kamil Yilmaz

Date of Conference: Friday, October 27, 2006

Applicant Mailing Address: 1450 NE Loop 410 San Antonio, TX 78209

Physical Address of Proposed Administrative Offices (if different from above): Same

Number of Campuses Being Requested : 1

Physical Address of Each Proposed Campus: Nueces County (Exact location is yet to be determined)

Contact Name: Kemal Namver

Contact E-mail Address: mnamver@ssttx.org

Contact Phone #: 210-804-0222

Contact Fax #: 210-822-3422

Circle Grade Levels to be served and state maximum enrollment for each year:

By Year 3, at least one grade in which the state accountability tests are administered must be offered.

Year 1:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 700
Year 2:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 800
Year 3:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 4:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 5:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900

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

Date

Printed Name

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated? School of Science and Technology

Was preparer paid? ☐ Yes ☒ No

**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

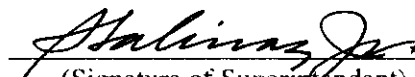
- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Benavides I.S.D.
(District/Charter School Name)

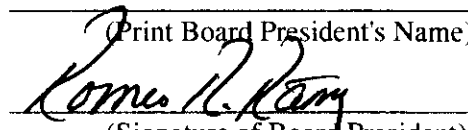
066-901
(County-District Identification Number)

P.O. Drawer P Benavides, Texas 78341
(District/Charter School Address)

Ignacio Salinas, Jr., Ph.D.
(Print Superintendent's Name)

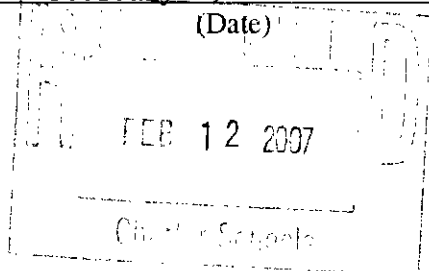

(Signature of Superintendent)

Romeo R. Ramirez
(Print Board President's Name)


(Signature of Board President)

February 8, 2007
(Date)

(361) 256-3003
(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☐ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☒ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Beeville ISD

(District/Charter School Name)

013-901

(County-District Identification Number)

2400 N. St. Mary's Street Beeville, TX 78102

(District/Charter School Address)

John Hardwick, Jr.

(Print Superintendent's Name)

[Signature]

(Signature of Superintendent)

30 Mar / 07

(Date)

Nick Cardenas

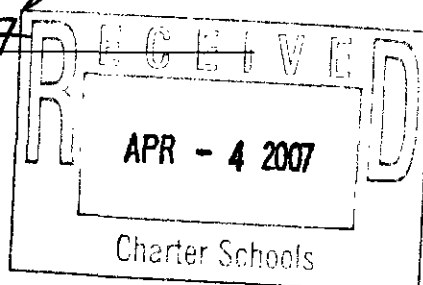
(Print Board President's Name)

[Signature]

(Signature of Board President)

(361) 358-5226

(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Orange Grove ISD

(District/Charter School Name)

125-903

(County-District Identification Number)

P.O. Box 534 , Orange Grove, Texas 78372

(District/Charter School Address)

Earl H. Luce

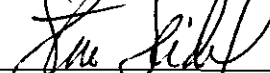
(Print Superintendent's Name)



(Signature of Superintendent)

Steve Seidel

(Print Board President's Name)



(Signature of Board President)

February 19, 2007

(Date)

(361) 384-2495

(Phone Number)

Date: 01/04/2007

Name of Sponsoring Entity: Riverwalk Education Foundation Inc.

Address: 1450 NE Loop 410 San Antonio, TX 78209

Dear Superintendent and Board President:

This letter is to inform you that **Riverwalk Education Foundation Inc.** intends to submit an application to the State Board of Education (SBOE) for an open-enrollment charter school. The SBOE's guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Application Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary (or transfer boundary) overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts and charter schools:

SCHOOL DISTRICTS

AGUA DULCE ISD
ALICE ISD
ARANSAS COUNTY ISD
ARANSAS PASS ISD
BANQUETE ISD
BEEVILLE ISD
BEN BOLT-PALITO BLANCO ISD
BENAVIDES ISD
BISHOP CISD
BROOKS COUNTY ISD
CALALLEN ISD
CORPUS CHRISTI ISD
DRISCOLL ISD
FLOUR BLUFF ISD
FREER ISD
GEORGE WEST ISD
GREGORY-PORTLAND ISD
INGLESIDE ISD
KENEDY COUNTY WIDE CSD
KINGSVILLE ISD
LA GLORIA ISD
LONDON ISD
MATHIS ISD
MCMULLEN COUNTY ISD
ODEM-EDROY ISD
ORANGE GROVE ISD
PAWNEE ISD
PETTUS ISD
PORT ARANSAS ISD
PREMONT ISD
RAMIREZ CSD
RICARDO ISD

RIVIERA ISD
ROBSTOWN ISD
SAN DIEGO ISD
SANTA GERTRUDIS ISD
SINTON ISD
SKIDMORE-TYNAN ISD
TAFT ISD
THREE RIVERS ISD
TULOSO-MIDWAY ISD
WEST OSO ISD

CHARTER SCHOOLS

CORPUS CHRISTI MONTESSORI SCHOOL
DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL
DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL ACCELERATED LEARNING
CENTER
POR VIDA ACADEMY
RICHARD MILBURN ALTER HIGH SCHOOL (CORPUS CHRISTI)
SEASHORE LEARNING CTR CHARTER
TRINITY CHARTER SCHOOL

{If the proposed charter school will have a transfer policy, the following sentence should also be included: "In addition, the proposed charter school will have a transfer policy whereby it may admit students residing outside of the designated geographic boundary once all eligible applicants residing within the geographic boundary have submitted a timely application and been enrolled. The transfer boundary will include the following districts and charter schools: **[NONE]**."}

The attached *Statement of Impact* form provides a district or charter school with an opportunity to inform the SBOE of whether the proposed charter school may adversely impact it financially or in some other respect. The form also allows a district to notify the SBOE of whether the proposed school may negatively affect its student enrollment in a manner that would impair its ability to comply with a court order. Completed forms may be returned to:

Texas Education Agency
Division of Charter Schools
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received by no later than **August 14, 2007** for the information to be considered by the SBOE.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter Schools at (512) 463-9575 or visit <http://www.tea.state.tx.us/charter>. If you would like a complete application for the open-enrollment charter school, please contact **Kemal Namver** at mnamver@ssttx.org or **210-804-0222**.

Sincerely,



CEO of Sponsoring Entity

Dr. Turgay Korkmaz

Enclosures: *Statement of Impact form*
Application Coversheet

Application Coversheet

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Name of Sponsoring Entity: RIVERWALK EDUCATION FOUNDATION INC.

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 University

Chairperson of Governing Body of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO/Superintendent of Proposed Charter School: KEMAL NAMVER, M.S. (INTERIM)

Representative Who Attended an Applicant Conference: Kamil Yilmaz

Date of Conference: Friday, October 27, 2006

Applicant Mailing Address: 1450 NE Loop 410 San Antonio, TX 78209

Physical Address of Proposed Administrative Offices (if different from above): Same

Number of Campuses Being Requested : 1

Physical Address of Each Proposed Campus: Nueces County (Exact location is yet to be determined)

Contact Name: Kemal Namver

Contact E-mail Address: mnamver@ssttx.org

Contact Phone #: 210-804-0222

Contact Fax #: 210-822-3422

Circle Grade Levels to be served and state maximum enrollment for each year:

By Year 3, at least one grade in which the state accountability tests are administered must be offered.

Year 1:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 700
Year 2:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 800
Year 3:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 4:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 5:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900

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

Date

Printed Name

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated? **School of Science and Technology**

Was preparer paid? ☐ Yes ☒ No

Statement of Impact
Thirteenth Generation Charter Application

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Three Rivers I.S.D.

(District/Charter School Name)

149-902

(County-District Identification Number)

103 North School Road, Three Rivers, Texas 78071

(District/Charter School Address)

Mac Johanson

(Print Superintendent's Name)

Mac Johanson

(Signature of Superintendent)

DAVID SAENZ

(Print Board President's Name)

David Saenz

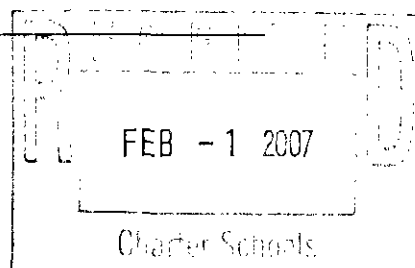
(Signature of Board President)

1-30-07

(Date)

361 786-3626

(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☐ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Tuloso-Midway ISD
(District/Charter School Name)

178-912
(County-District Identification Number)

9760 LA Branch, Corpus Christi, TX 78410
(District/Charter School Address)

Dr. Cornelio Gonzalez
(Print Superintendent's Name)

Steven Garner
(Print Board President's Name)

Dr. Cornelio Gonzalez
(Signature of Superintendent)

[Signature]
(Signature of Board President)

2-13-2007
(Date)

361-903-6400
(Phone Number)

Application Coversheet

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Name of Sponsoring Entity: RIVERWALK EDUCATION FOUNDATION INC.

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 University

Chairperson of Governing Body of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO/Superintendent of Proposed Charter School: KEMAL NAMVER, M.S. (INTERIM)

Representative Who Attended an Applicant Conference: Kamil Yilmaz

Date of Conference: Friday, October 27, 2006

Applicant Mailing Address: 1450 NE Loop 410 San Antonio, TX 78209

Physical Address of Proposed Administrative Offices (if different from above): Same

Number of Campuses Being Requested : 1

Physical Address of Each Proposed Campus: Nueces County (Exact location is yet to be determined)

Contact Name: Kemal Namver

Contact E-mail Address: mnamver@ssttx.org

Contact Phone #: 210-804-0222

Contact Fax #: 210-822-3422

Circle Grade Levels to be served and state maximum enrollment for each year:

By Year 3, at least one grade in which the state accountability tests are administered must be offered.

Year 1:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 700
Year 2:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 800
Year 3:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 4:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 5:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900

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

Date

Printed Name

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated? School of Science and Technology

Was preparer paid? ☐ Yes ☒ No

TULOSO-MIDWAY INDEPENDENT SCHOOL DISTRICT

Cornelio Gonzalez, Ph.D., Superintendent
Carol Sue Hipp, Assistant Superintendent, Finance
Anna Peterson, Assistant Superintendent, Curriculum & Instruction

February 2, 2007

Texas Education Agency
Division of Charter Schools
1701 N. Congress Ave.
Austin, Texas 78701-1494

I have received notice of *Riverwalk Education Foundation's* intent to apply for an open enrollment charter school.

The proposed application for the open enrollment charter school will negatively impact Tuloso-Midway ISD by drawing students from an area that has experienced declining enrollment.

Dr. Cornelio Gonzalez

Dr. Cornelio Gonzalez
Superintendent



Date: 01/04/2007

Name of Sponsoring Entity: Riverwalk Education Foundation Inc.
Address: 1450 NE Loop 410 San Antonio, TX 78209

Dear Superintendent and Board President:

This letter is to inform you that **Riverwalk Education Foundation Inc.** intends to submit an application to the State Board of Education (SBOE) for an open-enrollment charter school. The SBOE's guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Application Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary (or transfer boundary) overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts and charter schools:

SCHOOL DISTRICTS

AGUA DULCE ISD
ALICE ISD
ARANSAS COUNTY ISD
ARANSAS PASS ISD
BANQUETE ISD
BEEVILLE ISD
BEN BOLT-PALITO BLANCO ISD
BENAVIDES ISD
BISHOP CISD
BROOKS COUNTY ISD
CALALLEN ISD
CORPUS CHRISTI ISD
DRISCOLL ISD
FLOUR BLUFF ISD
FREER ISD
GEORGE WEST ISD
GREGORY-PORTLAND ISD
INGLESIDE ISD
KENEDY COUNTY WIDE CSD
KINGSVILLE ISD
LA GLORIA ISD
LONDON ISD
MATHIS ISD
MCMULLEN COUNTY ISD
ODEM-EDROY ISD
ORANGE GROVE ISD
PAWNEE ISD
PETTUS ISD
PORT ARANSAS ISD
PREMONT ISD
RAMIREZ CSD
RICARDO ISD

RIVIERA ISD
ROBSTOWN ISD
SAN DIEGO ISD
SANTA GERTRUDIS ISD
SINTON ISD
SKIDMORE-TYNAN ISD
TAFT ISD
THREE RIVERS ISD
TULOSO-MIDWAY ISD
WEST OSO ISD

CHARTER SCHOOLS

CORPUS CHRISTI MONTESSORI SCHOOL
DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL
DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL ACCELERATED LEARNING
CENTER
POR VIDA ACADEMY
RICHARD MILBURN ALTER HIGH SCHOOL (CORPUS CHRISTI)
SEASHORE LEARNING CTR CHARTER
TRINITY CHARTER SCHOOL

{If the proposed charter school will have a transfer policy, the following sentence should also be included: "In addition, the proposed charter school will have a transfer policy whereby it may admit students residing outside of the designated geographic boundary once all eligible applicants residing within the geographic boundary have submitted a timely application and been enrolled. The transfer boundary will include the following districts and charter schools: **[NONE]**."}

The attached *Statement of Impact* form provides a district or charter school with an opportunity to inform the SBOE of whether the proposed charter school may adversely impact it financially or in some other respect. The form also allows a district to notify the SBOE of whether the proposed school may negatively affect its student enrollment in a manner that would impair its ability to comply with a court order. Completed forms may be returned to:

Texas Education Agency
Division of Charter Schools
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received by no later than **August 14, 2007** for the information to be considered by the SBOE.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter Schools at (512) 463-9575 or visit <http://www.tea.state.tx.us/charter>. If you would like a complete application for the open-enrollment charter school, please contact **Kemal Namver** at mnamver@ssttx.org or **210-804-0222**.

Sincerely,

A handwritten signature in black ink, appearing to be 'Turgay Korkmaz', written in a cursive style.

CEO of Sponsoring Entity

Dr. Turgay Korkmaz

Enclosures: *Statement of Impact form*
Application Coversheet

**Statement of Impact
Thirteenth Generation Charter Application**

RECEIVED

JAN 29 2007

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Calallen ISD

(District/Charter School Name)

178903

(County-District Identification Number)

4205 Wildcat Dr. Corpus Christi TX 78410

(District/Charter School Address)

Arturo Almendarez

(Print Superintendent's Name)

Arturo Almendarez

(Signature of Superintendent)

2-5-2007

(Date)

James L. Callis

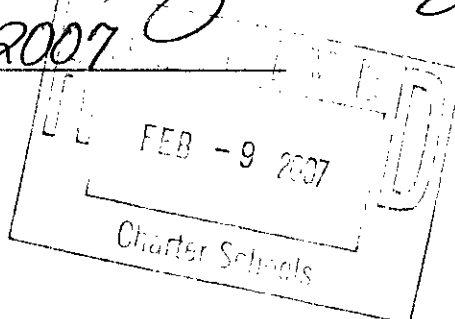
(Print Board President's Name)

James L. Callis

(Signature of Board President)

361-242-5600

(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: **SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI**

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Odem-Edroy ISD
(District/Charter School Name)

San Patricio County - 205-905
(County-District Identification Number)

P. O. Box 727/1 Owl Square, Odem, Texas 78370-0727
(District/Charter School Address)

Ricardo Chapa
(Print Superintendent's Name)

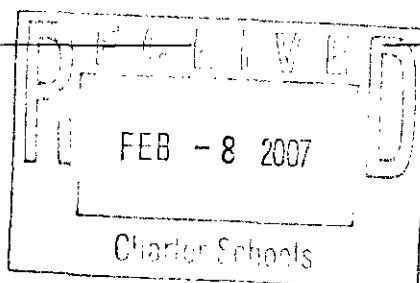
Ricardo Chapa
(Signature of Superintendent)

Jon Whatley
(Print Board President's Name)

Jon Whatley
(Signature of Board President)

2/6/07
(Date)

(361) 268-2561, Ext. 223
(Phone Number)



SAS 529-07
RFA 701-06-021

**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Aransas Pass ISD

(District/Charter School Name)

205901

(County-District Identification Number)

244 West Harrison Blvd., Aransas Pass, TX 78336

(District/Charter School Address)

Dr. Carl A. Montoya

(Print Superintendent's Name)

Dr. Carl A. Montoya

(Signature of Superintendent)

February 12, 2007

(Date)

David Rector

(Print Board President's Name)

David L. Rector Jr.

(Signature of Board President)

361 758 3466

(Phone Number)

**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

TAH I.S.D.
(District/Charter School Name)

205-907
(County-District Identification Number)

400 College St. TAH, TX 78390
(District/Charter School Address)

Don Madden
(Print Superintendent's Name)

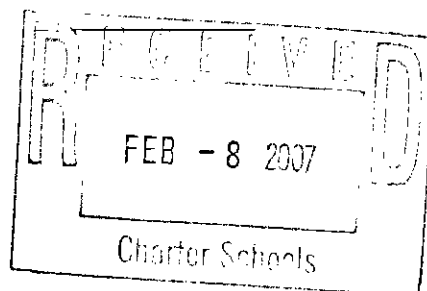
Don Madden
(Signature of Superintendent)

1-5-
(Date)

Johnny W. CARVER
(Print Board President's Name)

Johnny W. Carver
(Signature of Board President)

(361) 528-2636
(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Agua Dulce ISD

(District/Charter School Name)

178901

(County-District Identification Number)

P. O. Box 250, Agua Dulce, TX 78330

(District/Charter School Address)

Paul Czerwinski

(Print Superintendent's Name)

Paul Czerwinski

(Signature of Superintendent)

Michael Carper

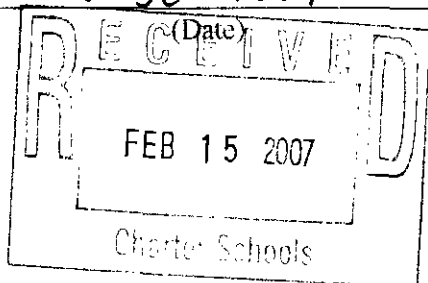
(Print Board President's Name)

Michael Carper

(Signature of Board President)

1-30-2007

(Date)



(Phone Number)

**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

PETTUS I. S. D.
(District/Charter School Name)

013-903
(County-District Identification Number)

500 N. MAY ST., P.O. BOX D, PETTUS, TX 78146
(District/Charter School Address)

TUCKER RACKLEY
(Print Superintendent's Name)

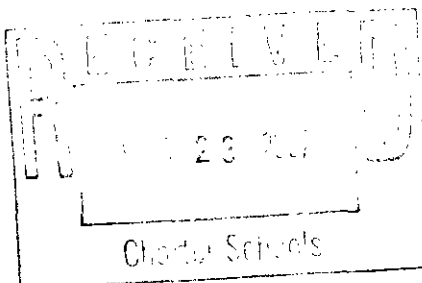
Tucker Rackley
(Signature of Superintendent)

ROBERT BRIDGE
(Print Board President's Name)

Robert Bridge
(Signature of Board President)

FEBRUARY 19, 2007
(Date)

(361) 375-2296 ext. 124
(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

Freer ISD

(District/Charter School Name)

066-903

(County-District Identification Number)

905 S. Norton - Box 240 Freer, TX 78357

(District/Charter School Address)

Edgar B. Camacho

(Print Superintendent's Name)

Edgar B. Camacho

(Signature of Superintendent)

2/7/07

(Date)

Edna Cantu

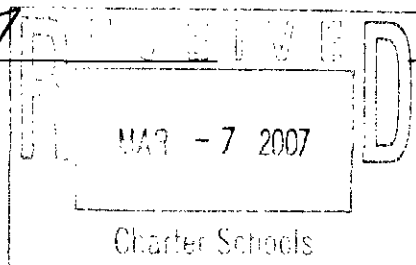
(Print Board President's Name)

Edna Cantu

(Signature of Board President)

361-394-6025

(Phone Number)



**Statement of Impact
Thirteenth Generation Charter Application**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the State Board of Education (SBOE) for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. This form must be sent to all districts and open-enrollment charter schools likely to be affected by the proposed open-enrollment charter school. Specifically, the SBOE has directed applicants to send this form to each district and open-enrollment charter school whose boundary overlaps with the designated geographic boundary or transfer boundary of the proposed charter school. A district or open-enrollment charter school **may** submit this form to provide the SBOE with information relating to any financial difficulty that a loss in enrollment may have on the district or open-enrollment charter school, any negative impact on enrollment that may impair a district's ability to comply with a court order, and any other information that a district or open-enrollment charter school wishes to share with the SBOE. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Please submit the completed form to TEA at the address provided on the cover letter by no later than **August 14, 2007**.

Note: See Texas Education Code §12.106 for information about state funding.

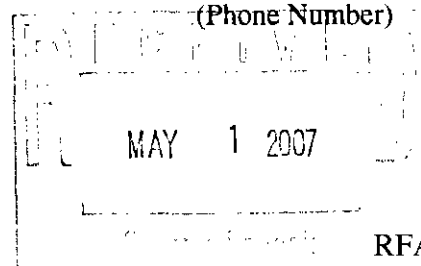
Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Physical Address or General Location of Proposed Charter School: **Nueces County (Exact location is yet to be determined)**

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- ☐ The proposed open-enrollment charter school **is** expected to impact the district or open-enrollment charter school in the following manner:
(Describe the impact in the space below and/or attach any supporting documentation.)

<u>Flour Bluff ISD</u> (District/Charter School Name)	<u>178-914</u> (County-District Identification Number)
<u>2505 Waldron Rd. CC, Tx 78418</u> (District/Charter School Address)	
<u>Dr. Julie Carbajal</u> (Print Superintendent's Name)	<u>RICHARD C. PITMAN</u> (Print Board President's Name)
<u>[Signature]</u> (Signature of Superintendent)	<u>[Signature]</u> (Signature of Board President)
<u>March 29, 2007</u> (Date)	<u>361-694-9000</u> (Phone Number)



SAS 529-07
RFA 701-06-021

Date: 01/04/2007

Name of Sponsoring Entity: Riverwalk Education Foundation Inc.
Address: 1450 NE Loop 410 San Antonio, TX 78209



Dear Superintendent and Board President:

This letter is to inform you that **Riverwalk Education Foundation Inc.** intends to submit an application to the State Board of Education (SBOE) for an open-enrollment charter school. The SBOE's guidelines require that applicants send the enclosed *Statement of Impact* form and a copy of the completed *Application Coversheet* to each district and open-enrollment charter school that may be affected by the proposed charter school. Your district or charter school is receiving this information because the proposed charter school's designated geographic boundary (or transfer boundary) overlaps with your district's or charter school's boundary. The proposed charter school's designated geographic boundary will include the following districts and charter schools:

SCHOOL DISTRICTS

AGUA DULCE ISD
ALICE ISD
ARANSAS COUNTY ISD
ARANSAS PASS ISD
BANQUETE ISD
BEEVILLE ISD
BEN BOLT-PALITO BLANCO ISD
BENAVIDES ISD
BISHOP CISD
BROOKS COUNTY ISD
CALALLEN ISD
CORPUS CHRISTI ISD
DRISCOLL ISD
FLOUR BLUFF ISD
FREER ISD
GEORGE WEST ISD
GREGORY-PORTLAND ISD
INGLESIDE ISD
KENEDY COUNTY WIDE CSD
KINGSVILLE ISD
LA GLORIA ISD
LONDON ISD
MATHIS ISD
MCMULLEN COUNTY ISD
ODEM-EDROY ISD
ORANGE GROVE ISD
PAWNEE ISD
PETTUS ISD
PORT ARANSAS ISD
PREMONT ISD
RAMIREZ CSD
RICARDO ISD

RIVIERA ISD
ROBSTOWN ISD
SAN DIEGO ISD
SANTA GERTRUDIS ISD
SINTON ISD
SKIDMORE-TYNAN ISD
TAFT ISD
THREE RIVERS ISD
TULOSO-MIDWAY ISD
WEST OSO ISD

CHARTER SCHOOLS

CORPUS CHRISTI MONTESSORI SCHOOL
DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL
DR. M.L. GARZA-GONZALEZ CHARTER SCHOOL ACCELERATED LEARNING
CENTER
POR VIDA ACADEMY
RICHARD MILBURN ALTER HIGH SCHOOL (CORPUS CHRISTI)
SEASHORE LEARNING CTR CHARTER
TRINITY CHARTER SCHOOL

{If the proposed charter school will have a transfer policy, the following sentence should also be included: "In addition, the proposed charter school will have a transfer policy whereby it may admit students residing outside of the designated geographic boundary once all eligible applicants residing within the geographic boundary have submitted a timely application and been enrolled. The transfer boundary will include the following districts and charter schools: [NONE].

The attached *Statement of Impact* form provides a district or charter school with an opportunity to inform the SBOE of whether the proposed charter school may adversely impact it financially or in some other respect. The form also allows a district to notify the SBOE of whether the proposed school may negatively affect its student enrollment in a manner that would impair its ability to comply with a court order. Completed forms may be returned to:

Texas Education Agency
Division of Charter Schools
1701 North Congress Avenue
Austin, Texas 78701

Forms must be received by no later than **August 14, 2007** for the information to be considered by the SBOE.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter Schools at (512) 463-9575 or visit <http://www.tea.state.tx.us/charter>. If you would like a complete application for the open-enrollment charter school, please contact **Kemal Namver** at mnamver@ssttx.org or **210-804-0222**.

MAY 1 2007

Sincerely,



CEO of Sponsoring Entity

Dr. Turgay Korkmaz

Enclosures: *Statement of Impact form*
Application Coversheet

1-10-16
1-10-16

Application Coversheet

Name of Proposed Charter School: SCHOOL OF SCIENCE AND TECHNOLOGY CORPUS CHRISTI

Name of Sponsoring Entity: RIVERWALK EDUCATION FOUNDATION INC.

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 University

Chairperson of Governing Body of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO of Sponsoring Entity: Dr. TURGAY KORKMAZ

CEO/Superintendent of Proposed Charter School: KEMAL NAMVER, M.S. (INTERIM)

Representative Who Attended an Applicant Conference: Kamil Yilmaz

Date of Conference: Friday, October 27, 2006

Applicant Mailing Address: 1450 NE Loop 410 San Antonio, TX 78209

Physical Address of Proposed Administrative Offices (if different from above): Same

Number of Campuses Being Requested : 1

Physical Address of Each Proposed Campus: Nueces County (Exact location is yet to be determined)

Contact Name: Kemal Namver

Contact E-mail Address: mnamver@ssttx.org

Contact Phone #: 210-804-0222

Contact Fax #: 210-822-3422

Circle Grade Levels to be served and state maximum enrollment for each year:

By Year 3, at least one grade in which the state accountability tests are administered must be offered.

Year 1:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 700
Year 2:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 800
Year 3:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 4:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900
Year 5:	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12	Maximum Enrollment: 900

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

Date

Printed Name

(BLUE INK) Signature of Application Preparer

Date

Printed Name

With what company is the application preparer associated? School of Science and Technology

Was preparer paid? ☐ Yes ☒ No

INITIAL REPORT OF BENEFITS OR CAMPAIGN CONTRIBUTIONS
CONFERRED ON MEMBERS OF OR CANDIDATES FOR THE STATE
BOARD OF EDUCATION

For the period May 12, 2000 to the present

Individual making report: Turgay Korkmaz
(Please Print or Type Full Name)

Employer or Company Represented: Riverwalk Education Foundation Inc.
(Please Print or Type Full Name)

Position/Title: Board President
(Please Print or Type Full Name)

Services Rendered to SBOE or Contract, Grant, or Charter Issued by SBOE

Transaction 1. N/A

DATE _____

AMOUNT _____

NAME OF PERSON (S) RECEIVING BENEFIT OR CONTRIBUTION

DETAILED DESCRIPTION OF EXPENDITURE _____

Transaction 2. N/A

DATE _____

AMOUNT _____

INITIAL REPORT OF BENEFITS OR CAMPAIGN CONTRIBUTIONS
CONFERRED ON MEMBERS OF OR CANDIDATES FOR THE STATE
BOARD OF EDUCATION

For the period May 12, 2000 to the present

NAME OF PERSON (S) RECEIVING BENEFIT OR CONTRIBUTION

DETAILED DESCRIPTION OF EXPENDITURE _____

Transaction 3. *N/A*

DATE _____

AMOUNT _____

NAME OF PERSON (S) RECEIVING BENEFIT OR CONTRIBUTION

DETAILED DESCRIPTION OF EXPENDITURE _____

Turgay Korkmaz *9-14-2007*

Print or Type Name of Organization President Date

[Signature] *9-14-2007*

Signature of Organization President Date

Riverwalk Education Foundation, Inc.

Official Name of Charter Holder

01-0758906

FEI No./Taxpayer ID

School of Science and Technology Corpus Christi

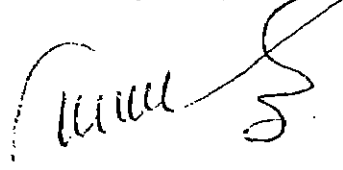
Charter School Name

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)	
Turgay Korkmaz	9-14-2007	(210) 641-6483		
Typed Title of Authorized Official of Charter Holder				
Board President				
Address of Charter Holder		City	State	Zip Code
1450 NE Loop 410		San Antonio	Tx	78209

Return original to:

Texas Education Agency
 William B. Travis Bldg.
 Document Control Center, Room 6-108
 1701 North Congress
 Austin, Texas 78701



SCHOOL OF SCIENCE AND TECHNOLOGY

1450 NE Loop 410 San Antonio, TX 78209 ♦ Tel: 210.804.0222 ♦ Fax: 210.822.3422 ♦ www.ssttx.org

October 26, 2007

Rick Salvo

Division of Charter School

TEA

Mr. Salvo,

I'm the person in the position of Mr. Kemal Namver . I signed Special Education Assurances that will need for 13 Generation Charter Schools of Rivewalk Education Foundation Inc., in Corpus Christi(SST-Corpus Christi) and San Antonio(SST-Discovery).

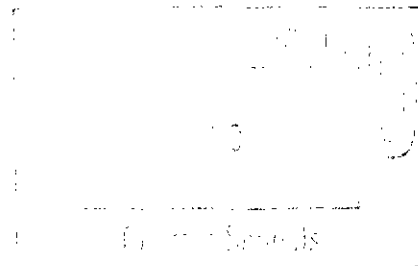
If you need further information , please contact me at 210-804-0222

Best Regards,

Metin Ekren, Superintendent

School of Science and Technology

1450 NE Loop 410 San Antonio, TX 78209



Special Education Assurances and Development of Policies and Procedures

Electronic Submission of Charter Policies and Procedures Assurances

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), 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 ESC's 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. Once the contract is issued and a county district number is assigned, 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 ESC's 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.

Melvin Ekren

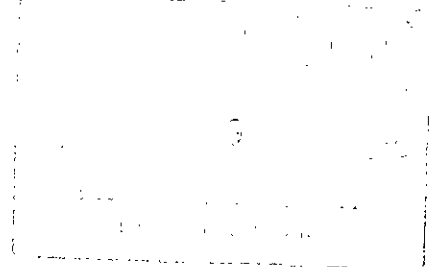
[Signature]

(BLUE INK) Signature of CEO of Sponsoring Entity

10-26-2007

Date

*Cooper
Christi*



DIVISION OF CHARTER SCHOOLS
APPLICATION REVIEW/CONTINGENCIES
GENERATION 13 APPLICANT

Proposed Charter School: School of Science and Technology Corpus Christi
Proposed Charter Holder: Riverwalk Education Foundation, Inc.
New or Conversion: New
Employer ID Number (EIN): 01-0758906
Education Service Center: Region 2

AREAS	Information and Issues Identified
Grades Served	PK3-12
Maximum Enrollment	900
Number of Sites	1 - Nueces County (exact location yet to be determined)
Education Plan	P. 17 Remove the statement that special education and second language learners will learn along with peers as placements cannot be predetermined. P. 40 Include information kindergarten ELA. P. 117 State that a bilingual classroom is an alternative for a second language learner.
Teacher to Student Ratio	P. 9 no greater than 1:15 P. 118 The teacher/student ratio needs to be a firm number. It cannot be around 1:15.
Student Goals	P. 128 Explain, "Daily recording and informing parents monthly and immediately if students are not attending regularly." P. 128 Explain how home visits are a performance measure for career and technology courses.
Human Resources Information	P. 147 Change the statement that says the charter school will provide the parent or guardian the qualifications of each teacher to stating that the qualifications of each professional staff member will be provided. P. 151 State the clerical employees who will be supervised by the special education teacher. P. 159 Change the statement that says the charter school will provide the parent or guardian the qualifications of each teacher to stating that the qualifications of each professional staff member will be provided. P. 160 Tell how the instructional staff other than teachers will be evaluated. P. 161 Provide a job description for the secretary as this position is listed on organizational chart. P. 217 List Special Education Aide on the organizational chart as that position is listed in the job description section. P. 217 Provide an organizational chart that shows all activities of the charter holder including the proposed school. P. 217 Clarify to whom the nurse reports. This position is

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	listed under an assistant principal and a business manager.
Governance	▪ P. 169 Remove the statement that mediation may be requested from TEA since TEA does not mediate charter school issues.
Community Support	▪ OK
Geographic Boundaries	▪ Agua Dulce ISD ▪ Alice ISD ▪ Aransas County ISD** ▪ Aransas Pass ISD ▪ Banquete ISD ▪ Beeville ISD ▪ Ben Bolt-Palito Blanco ISD ▪ Benavides ISD ▪ Bishop CISD ▪ Brooks County ISD ▪ Calallen ISD ▪ Corpus Christi ISD ▪ Driscoll ISD ▪ Flour Bluff ISD ▪ Freer ISD ▪ George West ISD ▪ Gregory-Portland ISD ▪ Ingleside ISD ▪ Kenedy County Wide CSD ▪ Kingsville ISD ▪ La Gloria ISD ▪ London ISD ▪ Mathis ISD ▪ McMullen County ISD ▪ Odem-Edroy ISD ▪ Orange Grove ISD ▪ Pawnee ISD ▪ Pettus ISD ▪ Port Aransas ISD ▪ Premont ISD ▪ Ramirez CSD ▪ Ricardo ISD ▪ Riviera ISD ▪ Robstown ISD ▪ San Diego ISD ▪ Santa Gertrudis ISD ▪ Sinton ISD ▪ Skidmore-Tynan ISD ▪ Taft ISD ▪ Three Rivers ISD ▪ Tulosso-Midway ISD

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	▪ West Oso ISD ▪ P. 175 Remove the charter schools from the list of geographic boundaries. ▪ Provide Certified Mail Receipt for Aransas County ISD <i>Removed</i>
Admissions Policy	▪ P. 176 Change the number for the section on Admissions Policy.
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.

LEGAL REVIEW OF THIRTEENTH GENERATION APPLICATION

Charter School: *School of Science and Technology Corpus Christi*

Charter Holder: *Riverwalk Education Foundation, Inc*

AREAS REVIEWED	CORRECTIONS REQUIRED
Governance Structure	• If a charter is granted the By-Laws will have to be updated to bring them into compliance with Texas Open Meetings Act. •
Biographical Affidavits	• OK.
Admissions Policy	• If a charter is granted we will need to review the Admissions Application, Enrollment Forms and Promotional information for the school during the contingency process. • Pre K admissions needs to include children of military in its list of eligible students. • Need to reword <i>Disciplinary Exclusions</i>. • Need to insure that tuition for Pre K, if any, is approved by Commissioner.
Nonprofit Status	• OK
Other	

This Sponsoring entity already has a charter in San Antonio, School of Science and Technology.



TEXAS EDUCATION AGENCY
DIVISION OF FINANCIAL AUDITS

MEMORANDUM

TO: Mary Perry, Director
Division of Charter Schools

THROUGH: Fred Tracy, Director of Desk Reviews *FT*

FROM: Gayle Escobedo, Auditor *GE*

DATE: August 20, 2007

REFERENCE: School of Science and Technology Corpus Christi
Application Review # 701/06/021/041

Auditors reviewed the Application for an Open-Enrollment Charter School – Thirteenth Generation (document # 701/06/021/041) (the charter application) filed by Riverwalk Education Foundation, Inc. (FEIN: 01-0758906) (the charter applicant), a Texas nonprofit corporation granted exemption from federal income taxation pursuant to section 501(a) of the Internal Revenue Code (IRC) as an organization described in section 501(c)(3).

The name for the proposed charter school is School of Science and Technology Corpus Christi. Auditors reviewed the charter application to ensure that the charter applicant did not propose to operate a charter school in a manner not consistent with state and federal laws and regulations; and/or that it did not contain any inconsistencies or discrepancies. This memorandum summarizes our observations and includes our questions.

Statement of Need

Question 1: Section 1.b, page 10, indicates the proposed charter school will offer workshops, seminars, field trips, and online communication which will benefit students, teachers, and parents in different cities in forming a school spirit. Were expenses associated with these activities included in the budgets submitted in Attachment N?

Educational Plan

Question 2: Section 3.a, page 18, states, "before and after school services will be provided to facilitate working households and single parent homes at the school." If approved for a charter, discuss how these programs will be funded and if students will incur a charge for the services.

Question 3: Section 3.f, pages 119-121, indicates the proposed charter school offer a wide range of clubs and athletic activities to enhance student learning (i.e., Math Club, Science Club, Computer Club, Chess Club, Art Club, Drama Club, Soccer Club, Math Olympiad, Science Olympiad and

Athletic Teams). If approved for a charter, discuss how these programs will be funded.

Human Resources Information

- Question 4: Section 5.a (page 129) indicates the following school officer positions: superintendent, principal, assistant principals, and a business manager. In addition, pages 132 and 137 include complete job descriptions for these positions. However, the budgets submitted in Attachment N (Year 1) do not include amounts for a principal or business manager position. If approved for a charter, explain the discrepancies noted.
- Question 5: Sections 5.e (page 140), 5.k (page 159), and 5.o (page 162) discuss professional development for the following positions: school officers, teachers, PEIMS Coordinator, student attendance staff, and other staff. However, the budget was not properly itemized as instructed on 11.p of the charter application (the expenses for each entry were not supported with written calculations indicating how the amounts were derived). Discuss what positions were included in the budget for professional development.

Attachment (I) Audit Report

- Question 6: The audit report submitted as Attachment I did not include a Management Letter dated November 9, 2006. However, the management letter was submitted to the TEA as required with the annual financial compliance report submission for August 31, 2006. The following issues were noted in the Auditor's Management Letter:
- a. Internal Control: auditors noted inconsistencies in the coding of transactions. It was also noted that payroll tax withholding was incorrect for some employees. Discuss what steps have been taken to resolve these deficiencies.
 - b. Expenses: during a review of federal funds, auditors noted that the allocation of salaries and expenditures were done on a lump sum basis in several instances. This gives the appearance that there is no clear method for allocating federal expenditures. Discuss what steps have been taken to resolve this deficiency.
 - c. Notes Payable: auditors noted the notes payable schedule had not been established to track the activity of loan agreements made throughout the year. It was also noted that one loan had to be recorded on the general ledger. This gives the appearance that the school has less liability and could cause the financials to be misleading. Discuss what steps were taken to resolve this deficiency and to ensure liabilities are properly recoded in the future.

- d. Fixed Assets: auditors noted that there were several items which had been expensed that needed to be capitalized. Discuss what steps have been taken to resolve this deficiency.

Business Plan

Question 7: Section 11.u. (page 184) of the charter application states, "The Riverwalk Foundation Board will not adopt the provisions of Texas Education Code (TEC), 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." Please note the requirements in TAC Chapter 100, Charters, Subchapter A, Open-Enrollment Charter Schools, §100.1073, Improvements to Real Property.

Attachment M) Start-Up Budget

Question 8: The charter applicant provided the start-up budget; however, the required written calculations indicating how all budget entries were derived were not properly itemized as instructed in example 11.o of the charter application. The charter applicant should submit written calculations for all expenses included in the start-up budget indicating how all amounts were derived. Please refer to the example in 11.o of the charter application for instructions on written calculations.

Attachment N) Budget for Year One of Operation

Question 9: The charter applicant provided budgets for Years One, Two, and Three of operation; however, the required written calculations indicating how all budget entries were derived were not properly itemized as instructed in example 11.p of the charter application. The charter applicant should submit written calculations for all revenues and expenses included in the budgets for Years 1, 2, and 3 indicating how all amounts were derived. Please refer to the example in 11.p of the charter application for instructions on written calculations.

Question 10: The budgeted revenues for Year One of operations include \$1,995,000 for the Foundation School Program Act Entitlements. However, it appears the charter applicant budgeted all students as full day eligibility code 1. Section VII, (5-2) of the *Student Attendance Accounting Handbook (SA)* states, "PK classes shall operate on a half-day basis. TEC §29.153(c). Students who meet eligibility requirements for the PK programs should be coded eligible half-day (ADA eligibility code 2)." "NOTE: School districts/campuses who apply and are approved for the PK Expansion Grant Program may report PK eligible students as ADA Eligibility Code 1-Full Day if the students are scheduled for at least six hours (360 minutes) of instruction each day." Does the proposed charter school intend to apply for the PK Expansion Grant?

Question 11: The application coversheet and Section 3.d indicate that the proposed charter school will offer a Kindergarten Program. Section III (6) of the

SAAH states in part, "Districts that offer half-day kindergarten programs may not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance." Will the proposed charter school offer a full-day Kindergarten Program?

Question 12: The first year budget assumptions indicate a planned enrollment of 350 students. Using the 15:1 student / teacher ratio (1.b), the projected teacher requirement will be approximately 23. The amount budgeted in Attachment N is for 19 teachers which includes an ESL and a Special Education teacher.

The year 2 budget assumptions indicate a planned enrollment of 550 students. Using the proposed student / teacher ratio, the projected teacher requirement will be approximately 37. The amount budgeted is for 27 teachers which includes 3 certified ESL and Special Education teachers.

The year 3 budget assumptions indicate a planned enrollment of 700 students. Using the proposed student / teacher ratio, the projected teacher requirement will be approximately 47. The amount budgeted is for 41 teachers, which includes 5 certified ESL and Special Education teachers.

Please provide an explanation for these discrepancies.

Attachment O) Negotiated Service Agreement

Question 13: If the charter application is approved, please provide a copy of the final negotiated service agreement with Region 2 Education Service Center.

Attachment P) Negotiated Lease Agreement

Question 14: The charter applicant indicates on page 490 of the charter application that a building has not been identified yet and that the Riverwalk Education Foundation will finalize the leasing process of the school building immediately upon the approval of a charter. If the charter applicant is approved for a charter, the following items must be submitted:

- a. The negotiated lease agreement, deeds to properly, earnest money contracts, or purchase agreements as required in Attachment P and section 11.bb of the charter application.
- b. Discuss why the site will be a suitable facility for the proposed charter school as required in section 11.x of the charter application.
- c. Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations as required in section 11.z of the charter application. Identify the dollar amounts of any renovations and repairs.

**CONTRACT FOR
OPEN-ENROLLMENT CHARTER SCHOOL**

This contract is executed between the Texas State Board of Education (the "Board") and **Riverwalk Education Foundation, Inc.** ("Charter Holder") to operate **School of Science and Technology Corpus Christi**, a Thirteenth Generation open-enrollment charter school.

General

Definitions. As used in this contract: "Charter" means the Thirteenth 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 Thirteenth 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 Thirteenth 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) 701-06-021 (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, 2013 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 701-06-021; (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 Thirteenth 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 24th day of April, 2008

Texas State Board of Education:

Don McLeroy 4/14/2008
Don McLeroy, Chair Date

Riverwalk Education Foundation, Inc.:

Dr. Turgay Korkmaz 4-17-2008
Dr. Turgay Korkmaz, Chair Date

Metin Ekren 04/15/2008
Metin Ekren, Chief Operating Officer Date